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ABSTRACT

One- to four-page summaries are presented of fifty-seven of the 1978 annual reports of the State Advisory Councils of Vocational Education. Most of the reports, which are arranged alphabetically by state, address the effectiveness of vocational education programs, services, and activities in meeting the objectives as set forth in the state plan and recommend changes warranted by the evaluations. Some reports note council activities and special projects or studies commissioned by the councils. Two overview sections highlight common issues in all the reports, focusing on the statutory requirements for evaluating the attainment of goals and for recommending changes based on the evaluations. The following issues emerging in many of the reports are identified and briefly discussed: funding, evaluation, guidance/counseling/placement/follow-up, state plans, vocational education and manpower, curriculum, sex equity, special populations, local advisory councils, SOICC/data, equipment, teacher training, administration, coordination of agencies, articulation, postsecondary and adult vocational education, access and rural education, career education, vocational youth organizations, public information, and image. (MN)

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OVERVIEW

1978 REPORTS OF THE STATE ADVISORY COUNCILS ON VOCATIONAL EDUCATION

WASHINGTON D. C.

CE 027 904

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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OVERVIEW

1978 REPORTS
STATE ADVISORY COUNCILS ON VOCATIONAL EDUCATION

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FOREWORD

The Federal legislation establishing National and State Advisory Councils on Vocational Education directs the State Councils to send copies of their annual evaluation reports to the U.S. Commissioner of Education and to the National Advisory Council.

The National Advisory Council prepares an annual analysis and summary of these reports with a three-fold purpose in mind: the resulting composite gives the National Council significant information concerning the progress and problems of vocational education in the fifty-seven States and territorial regions; the dissemination of the analysis and summary to the State Councils provides a convenient exchange of ideas; and the availability of the compilation to the general public is of value to those who wish to add some descriptive information to the statistical data available from the U.S. Bureau of Occupational and Adult Education.

Carol S. Gibson
Chairperson
National Advisory Council
on Vocational Education

I. Overview Analysis Evaluation

OVERVIEW ANALYSIS: EVALUATION

The ninth annual evaluation reports for FY 1978 are the first reports of the State Advisory Councils on Vocational Education affected by the federal regulations for P.L. 94-482. These regulations are set forth in Table I, with a tabulation of the number of SACVE reports which fulfilled each requirement.

TABLE I

Requirement as stated in the Federal Register Vol. 42 No. 191 The report shall include:	Does report meet this requirement?	
	Yes	No
(a) The results of the evaluation by the State advisory council of the effectiveness of programs, services, and activities carried out in the year under review in meeting the program goals set forth in the five-year State plan and the annual program plan;	30	27
(b) A review of the program evaluation results developed by the State under the authority of 104.401;	21	36
(c) A review of the analysis of the distribution of Federal funds within the State submitted by the State according to the annual program plan and the accountability report;	34	23
(d) Recommended changes in programs, services and activities as may be considered necessary by the State advisory council based on the results of its evaluation;	57	0
(e) Comments on the reports of the State Manpower Services Council; and	44	13
(f) Identification of the vocational education and employment and training needs of the State and the assessment of the extent to which vocational education, employment training, vocational rehabilitation, special education, and other programs assisted under this and related Acts represent a consistent, integrated, and coordinated approach to meeting such needs.	37	20

It seems apparent that the intent of Congress in requiring this particular kind of report to be submitted to the State Board of Vocational Education, the U.S. Commissioner of Education, and the National Advisory Council on Vocational Education is to supply all three with an evaluation which focuses on the outcomes and products which are uniquely associated with education for work in a free society.

The SACVEs in turn, which by law include membership categories requiring a majority who are not educators or administrators in the field of education, are dependent on state departments of education and other agencies for the data on which to base their evaluations. Difficulties encountered in the assembling of essential data have in some cases made it impossible for a given Council to comply with a particular regulation. This will be seen in the analysis which follows.

The first requirement is that the report shall include the results of the evaluation by the State Advisory Council of the effectiveness of programs, services, and activities carried out in the year under review in meeting the program goals set forth in the five-year state plan and the annual program plan.

As noted in Table I, thirty SACVEsincluded responsive replies; twenty-seven did not. It is important to note that this federal requirement for the annual evaluation report is not related to any established federal criteria concerning goals or level of attainment of goals. States have complete freedom in the setting of their own goals. Each Council has an opportunity to participate in the setting of these goals during the development of the state plan. The function of the annual evaluation report is to estimate the degree of attainment of these goals and to make recommendations that will influence subsequent planning.

Responses of the SACVEs to this first requirement indicate that many of the difficulties reported in the FY 1976 and FY 1977 evaluations are still present.

- State plans are not constructed in a way that allows evaluation of outcomes against measurable objectives.
- Data are not available upon which to base such evaluations. The accountability report for FY 1978 is not due until July 1, 1979. The descriptive report for FY 1978 is not due until December 31, 1978.
- Goals included in state plans represent compliance only rather than valid planning.

Among the 30 SACVE reports which met this first requirement to some extent it was evident that in certain cases the Councils had been able to influence the structural features of the state plan during the development sessions. They had also, in the absence of the accountability report, been able to obtain data concerning outcomes by other means. The following section will give some illustrative material from the reports of these 30 states.

Arizona reported an analysis of five-year state plan goals in 20 categories with a breakdown of the FY 1978 annual state plan established to work towards them. Outcomes were indicated relating to goals accomplished; partially accomplished; not addressed; or replaced. In an evaluation summary the Council concluded that excellent progress had been made. The following outcomes were highlighted.

- The FY 1978 goals to eliminate sex bias were well designed and carried out. In addition follow-up evaluations of this work have been completed.

- Exemplary projects were conducted for new occupations in the area of solar energy, electrician's helper, and foreign car repair. Potential teachers of new and emerging occupations were identified and planning to meet their needs was begun.

- Projects were funded to work toward long-range guidance and counseling goals. These included: acquainting counselors with the changing work patterns of women, with overcoming occupational barriers such as sex stereotyping and cultural biases, with methods of assisting the disadvantaged in selecting careers that meet their needs, and with ways to improve counseling methods for the ex-offender and for the limited English-speaking student.

Colorado emphasized outcomes of goals related to employment. At the secondary level 64 percent of graduates and terminees who were available for employment were employed full-time in the occupation for which they were trained or in one related to it; at the postsecondary level the number was 91 percent. These values exceeded those set in the FY 1978 goals. Unemployment of persons in the same categories was reduced to 4 percent at the secondary level and to 2 percent at the postsecondary.

With the assistance of an external evaluator, Guam reviewed the achievements of vocational education in the light of the FY 1978 goals. Special commendation was noted in the area of guidance and counseling which now reaches over 90 percent of the students enrolled in vocational education. This outcome, however, was attained at the expense of a

disproportionate amount of local funds since the federal allocation was so small.

The Kansas SACVE commended the State Board of Education and its staff for the development of a process that incorporates an accountability system. The Council perceived this as "a giant step toward improving the quality of state leadership in vocational education." The Council was able to evaluate accomplishments and to make specific recommendations for improvement.

The Maryland Council was able to evaluate the progress made toward accomplishing program goals set forth in the state plans with the aid of an unedited draft of "An Annotated Summary of Results and Benefits of State Plan Activities, FY 1978," received from the State Department of Education, Division of Vocational-Technical Education on October 6, 1978. The following excerpt from the Council evaluation report is illustrative.

> Activities were planned under each of the six five-year goals established for the program improvement area. Those goals relate to program improvement research, exemplary programs, competency-based curriculum development, administrator and instructor inservice training, vocational guidance, and elimination of sex bias and sex stereotyping.
>
> Summary of F.Y. 1978 Activities
>
> | | |
> |---|---|
> | Number Planned | 58 |
> | Number Completed during F.Y. 1978 | 30 |
> | Number Not Completed | 28 |
> | Percent Completed | 51% |
>
> Significant activities initiated in this area include:
>
> 20 grants for program improvement research.
> 34 grants-in-aid to develop exemplary programs.
> The Western Maryland Vocational Resource Center provided curriculum research and development, production, and dissemination service.
> The number and variety of teacher inservice training programs was increased.
> Preliminary actions were initiated to implement a responsive vocational guidance program. However, continued emphasis is needed in this area. A recommendation on this subject is included in Part III of this Report.
> Vocational equity guidelines were developed, and State Five-Year Plan for the elimination of sex bias and sex stereotyping was disseminated.

The New York SACVE made an evaluation of effectiveness in accomplishing the state plan goals for FY 1977; the evaluation for FY 1978 will be reported next year. For the FY 1977 goals a summary of occupational outcomes related to attainment is given by educational level and by target group.

The North Dakota report included a detailed tabulation of state plan objectives and outcomes with a calculation of percent attainment and with evaluative and explanatory comments. The Council noted with special commendation the excellent results of the cooperative effort of SBVE and CETA in providing adult basic education; specially designed training programs for CETA referrals; and service to CETA clients in existing postsecondary vocational education programs.

Virginia designated its state plan objectives as continuing when they relate to enrollments, completions, etc., and as improvement objectives when they relate to strategies for raising the quality level of programs and services. A detailed analysis of outcomes was given for each objective.

The West Virginia SACVE addressed specific questions to the state BVTAE with reference to progress being made with state plan priorities. These were answered in considerable detail. Of special interest was the listing of programs by county, curriculum, and approved funding for the handicapped, the disadvantaged, and youth in correctional institutions; and of programs for trainees enrolled in new and expanding industries. Council evaluative comments were distributed throughout the report.

The evaluation committee of the Wyoming SACVE interviewed each of the coordinators of the various vocational education service areas with reference to progress in the attainment of state plan goals. Responses were summarized in the report and formed the basis for Council recommendations.

The SACVE reports which did not include an evaluation of the effectiveness of programs, services, and activities in attaining the goals of the state plan made reference to this requirement in one of the following ways.

- The accountability report was not due until July, 1979. (6 States)
- Data with which to judge the extent to which the goals were attained were not available at the time this report was prepared. (4 States)
- Structure of both the five-year and annual plans is not conducive to evaluation, given the absence of measurable objectives. (4 States)

- The state plan appears primarily as a compliance document, rather than an actual working tool for estimating vocational education progress.

- Federal report forms were not available until December 31, 1978.

- The annual report of the DPI was not available until December 31, 1978.

- The state plan needs more specific objectives and a description of activities which will be undertaken to reach the stated goals.

- Cross-referencing of descriptive reports with the annual program plan lead to a confusing and sometimes contradictory picture of vocational education. This was due to disparity of data systems.

- Lack of common definitions and indicators made it difficult to assess performance and relative effectiveness of service deliverers.

- Goals are stated without reference to standards by which attainment could be measured.

The second specified topic for the SACVE annual evaluation reports is a review of the program results developed by the State under the authority of #104.401. The directive in P.L. 94-482 on state evaluations of the effectiveness of programs in vocational education indicates that SACVEs are expected to assist the state in the development of evaluation plans, monitor the evaluations that are conducted by the state, and use the results of these evaluations in the compilation of the annual report.

In the FY 1978 annual reports 21 SACVEs complied to some extent with this regulation; 36 did not.

Among the reports not including a review of program evaluation results:

- Thirteen did not mention state evaluations.

- Six reported SACVE cooperation in the development and field testing of an evaluation instrument to be used next year.

- Four reported that an evaluation system had not yet been adopted.

- Five reported that procedures for evaluation are being developed.

- Two described evaluation methods without commenting on results.

- One reported informal visitation of schools by council members.

- One reported that the format used by BVE does not in fact evaluate.

- One stated that the responsibility for evaluation had been delegated to the agencies responsible for the programs.

The SACVE reports which made some comment on the results of the state evaluations varied from extremely general to quite detailed. The following statements are illustrative.

- The evaluation of 14 vocational high schools and one vocational-technical school showed strengths in counseling, guidance, and cooperative education. There is need for improvement in the evaluation instrument and in the use of uniform criteria. (Arizona)

- Programs funded through the Department of Corrections are being evaluated in a systematic way. No information on other programs was made available by the SBE. (Florida)

- The Kansas SACVE reviewed ten visiting evaluation team reports. A twenty-page section of the Council's ninth evaluation report is devoted to a detailed description of the process; summaries of strengths and weaknesses under nine categories; and recommendations for both improving the evaluation process and eliminating some of the program weaknesses observed.

- Approximately one-half of the secondary vocational education schools were evaluated by the SDE in 1977-78, using a standard form. SACVE comments on strengths and weaknesses in the findings. The State Board for Technical and Comprehensive Education is developing an evaluative instrument for technical education institutions (South Carolina)

If the intent of Congress in including this topic in the requirements of the SACVE annual reports was to promote systematic state programs of evaluation, some positive impact is already evident. All but thirteen Councils have attempted to address this topic.

A third topic listed among the requirements for the annual evaluation report is: a review of the analysis of the distribution of federal funds within the state, submitted by the state according to the annual plan and accountability report.

Although 34 SACVE reports included some information related to federal fund distribution, the nature of the detail given and the fiscal years covered varied widely. None of the statements included references to the accountability report other than to note its non-availability until at least July 1, 1979. Some reports gave a distribution of expenditures for FY 1977; others gave planned allocations for FY 1978; still others gave estimates of funds needed for FY 1979. Comments on the distribution in many cases were limited to noting compliance with federal regulations.

Other comments can be grouped under one of the following statements:

- the decrease in the ratio of federal funds in a given state to state and local funds;
- the increasing percentage of each state's federal allotment which must be set aside for specific categories of programs or of target groups;
- the increasing amount of state and local funds which must be used to match the federal setasides.

In effect, these three conditions amount to an increase in federal control over state vocational delivery systems. This has led to a groundswell of resentment among some states where vocational education funding must be provided largely at the local level. It is especially true in states with rural populations in many areas of low population density.

One state which currently maintains an overall ten-to-one ratio of state and local vocational education dollars to federal dollars summarizes its position allegorically:

> In (our state) when you only own ten percent of the boat, you don't get to steer it.

Another state notes, less graphically:

> Formulas for allocation of federal funds to the states and for distribution of funds within the state work to the disadvantage of (our state), especially in rural areas.

Another state comments on the decline in the ratio of federal to state/local funding and on the "inflexible and burdensome" federal regulations.

The states, for the most part, appreciate the impact of federal incentive funding and are actively engaged in building up programs to serve the needs of special target groups. But the point is made that these programs can endure and be effective only within the context of a strong vocational education delivery system for both regular and special students. If the set-asides and accompanying matching requirements continue to affect the distribution not only of federal funds but also of the total available state and local funds, the total delivery system will suffer. In addition, the claim that education for work is for everyone will be weakened as higher percentages of the total funds are reserved for special groups and special programs. A partial remedy is seen in some Council recommendations calling for full federal funding of some vocational education programs, such as exists for CETA.

Among the 23 SACVE reports that did not review the distribution of federal funds, eight cited the non-availability of the accountability report or of other data; eight made no mention of this topic.

The fourth requirement to be met by the SACVE annual evaluation reports is that they include recommended changes in programs, services, and activities as may be considered necessary by the state advisory council based on its evaluation.

All of the 57 Council reports received to date made specific recommendations. These are not all based on the results of evaluation of the effectiveness of programs, services, and activities in meeting the goals and objectives of the state plan. In many cases they are based on issues raised at public meetings conducted by the Council; on Council-sponsored questionnaire surveys; or on special studies commissioned by the Council. They range over many areas, as shown in Table II, following.

TABLE II

Topical Distribution of SACVE Recommendations

Topic	Number of States
Funding	32
Evaluation	25
Guidance/Counseling/Placement/Follow-up	23
State Plan	17
Vocational Education and Manpower/CETA	17
Curriculum	17
Sex Equity	17
Special Populations	17
Local Advisory Councils	13
SOICC/Data	13
Equipment	9
Teacher Training and Certification	9
Administration	8
Coordination of Agencies	8
Articulation	7
Postsecondary/Adult Vocational Education	6
Access/Rural Schools	5
Career Education	4
Vocational Youth Organizations	4
Public Information/Image	4

An analysis will be given of the recommendations under some of these topics in the last section of this overview.

The fifth requirement mentioned in the federal regulations for the annual evaluation report mentions comments on the reports of the State Manpower Services Council.

Among the thirteen SACVE reports which did not respond to this topic, one stated that the SMSC had not yet been established; three, that the report was not yet available; four made reference to CETA but not specifically to an SMSC report; five did not address this topic.

Among those which did respond to this topic, nine were general commendations, such as:

- The report shows emphasis on collaboration between CETA prime sponsors, including participation in the planning phase of training delivery. (Alabama)

- The report is a comprehensive document that adequately details priorities, programs, and results of the year's activities. (Guam)

- The annual report represents accurate documentation of the year's activities. SACVE is encouraged by the cooperation of CETA and vocational education planners. (West Virginia)

- The annual report contains a well-written narrative description and detailed statistical tables on CETA program outcomes in the state. (New York)

Many SACVE comments included recommendations for more effective cooperation with SMSCs and for more detail in their annual reports. These suggestions will be considered in the general analysis of SACVE recommendations.

The sixth requirement set by the federal regulations is as follows: identification of the vocational education and employment and training needs of the state and the assessment of the extent to which vocational education, employment training, vocational rehabilitation, special education, and other programs assisted under this and related Acts represent a consistent, integrated, and coordinated approach to meeting such needs.

This requirement proved to be one of the most difficult with which to comply. The 37 SACVE reports listed as responding to it put forth efforts which were limited by the available resources. The number of agencies with different major objectives and disparity of data bases produced for the most part only a surfacing of difficulties. This, however, could prove to be the first step toward the attainment of the result desired. Several of the SACVEs drew attention to these difficulties in their recommendations. These will be considered in the concluding section of this analysis.

Among the 20 SACVEs which did not give the information called for to any extent two did not mention the topic; several referred to the non-availability of data on which to make an assessment; and others referred to expectations from SOICC and from CETA. Illustrative comments follow.

- The non-availability of data reduces such an appraisal to an educated guess. We hope that SOICC activities may improve the situation.

- Available information from SBE is inadequate. Council will intensify its own efforts and work with a joint legislative committee on a comprehensive fiscal study.

- This assessment is impossible until data coordination improves.

- The state does not now have a consistent integrated approach. There is need for a broad-based information system on what is being done.

II. Overview Analysis

SACVE Recommendations

OVERVIEW ANALYSIS: SACVE RECOMMENDATIONS

The topical distribution of SACVE recommendations given in Table II shows that many of the concerns of earlier advisory council reports are still present. This is evident also in a section which most Councils included in the FY 1978 report on State Board action on previous recommendations.

The 1976 federal legislation emphasizes improved planning as a major purpose of the Act. Council reports for FY 1978 included recommendations in this area from 17 States. The following excerpt from the Pennsylvania report is the most detailed.

> The Evaluation Committee and the State Plan Committee reviewed both the Five Year Plan for Vocational Education and the Annual Program Plan. The sentiments of the committees echoed the concerns expressed by Council in its 1977 Annual Report. The Council is greatly concerned with several aspects of the Plan. These concerns center around the structure and development of the Plan, as distinguished from the sentiments expressed in the Goals and Objectives of the Plan. Therefore:
>
> The Advisory Council recommends that the State Board of Education direct that there be an editorial renovation of the State Plan for Vocational Education with particular reference to the following needs:
>
> > Abstract from the goal analysis section a clear and concise definition of the responsibility of the elements of the Plan to be accomplished by each office, bureau, agency, and board which has been named as a participant.
> >
> > Develop and report a strategic concept which includes priorities, designates task forces or special operation groups, sets time tables, and provides for progress reports.
> >
> > Eliminate all descriptive and current status material that does not relate to the planning rationale or policy options over the next three years.
> >
> > Summarize all the above in the context of an accountability system which provides for a continuous evaluation and reporting of progress to

all concerned.

> The Advisory Council further recommends that the Plan be resubmitted for consideration and approval after the above needs have been met.

The summaries of the individual FY 1978 annual evaluation reports of the SACVEs which are included in this overview include in each case the Council recommendations. The following analysis will consider in some detail recommendations in two areas: Vocational Education and Manpower Training/CETA; and Funding.

The 1976 legislation included amendments to the Comprehensive Employment and Training Act which called for greater interaction between vocational education councils and manpower councils at both the state and national levels. Cross membership representation was designed to facilitate this as well as interchange of comments on the respective annual reports.

SACVE recommendations show that while progress is being made toward the desired interaction, improvement is necessary. Seventeen Councils included either recommendations or evaluative comments in this area. In general these indicate a need for:

- clearer definition of the role of the educational delivery system in both long-range and emergency manpower training
- improved collaboration of the SACVEs and SMSCs beginning at the planning stage
- compatability of descriptive categories and of data reporting systems.

The following excerpts from SACVE FY 1978 reports show the variation in approach to problems related to CETA programs.

Alabama

> Of particular significance in this year's Report are shifts in the CETA legislation itself: The move toward more local autonomy yet responsibility in administration; the isolation of clear objectives; the increased flexibility due from de-centralization. Of singular most importance, however, is the emphasis CETA has placed upon collaboration between prime sponsors and educators including participation in the planning phase of training delivery. Collaboration has become the key word in

approaching the relationship between these two groups. Such collaboration must extend to local councils as well as state-level councils where it is mandated by law.

There are many facets of vocational education which can benefit by such collaborative efforts. It is noteworthy that CETA has reached out to initiate such efforts. While it is incumbent upon vocational education especially to respond, the Advisory Council assumes some degree of responsibility to encourage it.

In 1978, Manpower was earmarked for less than one (1) percent of the vocational budget. This was spent primarily in collaborative efforts with CETA. The Alabama Industrial Development Training Institute received approximately two (2) percent of the vocational monies spent in the state during 1978. It trained approximately 6,000 persons for new and expanding Alabama industry. Training was delivered at the site of the immediate need as a result of specific request by industry.

A long-range plan should be made by a combined committee of educational and manpower personnel to align secondary and adult vocational offerings, especially with economic and demographic data which in turn describe basic changes in Alabama's needs. Such a plan should address re-certification needs of teachers, cost and other facets resulting from projected changes.

It is recommended that the Board encourage vocational education, including AID, to participate in regularly scheduled meetings with CETA and private school representatives to increase the collaborative and cooperative efforts to provide quality vocational education to Alabama's citizens. The Council is willing to sponsor such meetings.

Colorado

The 1977 Manpower Report to the Governor has done a good job in relating Colorado's economic position to population trends and employment outlook. Also, the report provides an informative accounting of the numbers and types of persons being served through the funding under the Comprehensive Employment and Training Act (CETA).

The Council's subcommittee felt that the report is inadequate for purposes of review of the Colorado Vocational Education Advisory Council. Its inadequacy primarily relates to our inability to determine what types of vocational education needs are being addressed by CETA funding. Data provided from each Prime Sponsor does not show how CETA programs and clients are being interfaced with public and private vocational education institutions. Nor does it show the number of unemployed that are being rotated through vocational education programs versus the number of unemployed that are going to CETA. Lastly, there are no identified relationships in the needs identification and planning at the local level among the employment service, CETA personnel and local vocational education personnel. Although these relationships may exist, they are not brought forth in the report.

It is recommended that the role of the State Board for Community Colleges and Occupational Education, with regard to CETA, be reviewed, revised and clarified. The revisions should include closer coordination and communication between the Planning Staff of the State Board, the Prime Sponsors, the Colorado Department of Labor and Employment and the Colorado Department of Education.

Hawaii

The Council worked with the State Manpower Services Council (SMSC) to determine manpower needs in tourism, agriculture, and aquaculture; the findings were included in the joint Annual Report to the Governor, 1979. There appears to be a need for training which can respond quickly to industry's changing and emerging manpower needs but which reaches the gap group not eligible for CETA. There is also a need for regular vocational education programs to be better coordinated with CETA programs and where possible to combine resources and efforts.

The Council recommends that the SBVE request the University of Hawaii to co-sponsor with the State Advisory Council on Vocational Education and the State Manpower Services Council a workshop for community college personnel which explains and clarifies the most recent CETA legislation and regulations, and to plan and implement short-term training which complements the programs offered by

CETA prime sponsors and meets a need for trained workers.

The Council recommends that the SBVE request the DOE and the University of Hawaii to join with the Division of Vocational Rehabilitation and CETA prime sponsors in forming a task force of key personnel which would examine the capabilities and resources of vocational education, vocational rehabilitation, and CETA, and would explore where consolidation and coordination of resources would result in more effective vocational training services to the handicapped; and also to join with the Division of Vocational Rehabilitation and CETA prime sponsors in providing consolidated in-service training to counselors and teachers in the area of vocational counseling for the handicapped.

Kentucky

The Kentucky State Advisory Council on Vocational Education concurs with the position of the State Manpower Services Council on CETA activities. SMSC urges and/or endorses:

- greater emphasis in Title I on on-the-job and classroom training with work experience funded as a last resort and for a limited duration
- giving special consideration in Title II and Title VI funding to agencies which
  - have a good record of transitioning CETA participants to regular employment at the end of their participation in the CETA program
  - offer jobs that may train the participant for a new career
  - emphasize hiring those most in need
- efforts to work with agencies which offer potential for transition to unsubsidized employment.

The State Manpower Services Council has found itself in a situation identical to that of the Advisory Council on Vocational Education. Because of the lack of data, the Manpower Services Council is unable to comply with the assessment

provisions called for in Section 110(3)(A) of Public Law 95-524, the Comprehensive Employment and Training Act (CETA).

The Council for Manpower Services recommends "that manpower and manpower-related program agencies standardize planning cycles, terminology, data base, and fiscal reporting; that a sound working relationship and some sort of common ground be established in order that vocational education and CETA programs be planned in the coordinative atmosphere mandated in the Act; that the Council for Manpower Services and the State Advisory Council for Vocational Education take the action necessary to promote this coordination and cooperation and comprehensive manpower planning." The Advisory Council concurs with this recommendation and lends its support and cooperation to the Council for Manpower Services in striving to accomplish the intent of this recommendation.

The Kentucky SACVE recommends that the State Board of Occupational Education revise the vocational education program structure so as to be more flexible and adaptable to local labor market needs.

Maine

While the Maine SACVE report does not include any specific recommendations which relate vocational education and training to manpower, the following comments on the approach to meeting education and training needs are significant.

A consistent, integrated, and coordinated approach to meeting vocational, employment and training needs at the state level is difficult with so many agencies involved, each operating under different guidelines from the federal government.

Until the agencies themselves at the federal level have such an integrated approach, it is hardly likely to happen at the state level.

One manifestation of the dichotomy at the federal level is the competition between vocational education and CETA. The feeling in the state among vocational educators is that CETA is being held as a threat to vocational education. Officials have been told in Washington, D.C., that CETA is here because voc ed failed somehow to do its job.

> The fact is that vocational education has done much with little money. The amount of federal money coming into the State is 10.7% of the amount put in by the State itself. Then this total amount is also just a fraction of what has flowed into the State for CETA.
>
> A positive step has been taken, however, in the CETA reauthorization bill. It is now mandated that all CETA prime sponsors must have representatives from vocational education agencies on their planning councils.

Oklahoma

The Council reports satisfactory cooperation and coordination between SACVE and SMSC and makes a recommendation addressed to the United States Congress as follows:

> It is recommended that the United States Congress amend current law regarding the Comprehensive Employment Training Act (CETA) so that the five percent of funds for vocational education sent each of the states be transmitted directly to the State Board of Vocational Education, rather than being funneled through the separate governor's offices to prime sponsors. (In this recommendation we concur with a position taken by the American Vocational Association).

Funding

Among the 32 recommendations in the area of funding, some are specific and local; some refer to the state-local process; and some to the over-all effect of federal funding regulations. These variations in turn reflect the diversity of state vocational education delivery systems. The recommendations or evaluative comments which follow are illustrative of the general concerns expressed in the FY 1978 SACVE reports.

Florida

The Florida SACVE report includes a detailed analysis of federal fund distribution with tables of data showing trends from 1974 to 1978. The following excerpts from the report give the summary of Council findings and the recommendations for future action.

> The Council gathered and analyzed an extensive amount of fiscal data relating to the distribution of federal

vocational funds in FY 1978. These data collection activities were partly necessitated by the fact that the annual accountability report -- which is to include the state's analysis of the distribution of federal funds within the state -- was not prepared in time for its information to be included in this annual evaluation report.

Council analysis of available data found that:

- Nearly twenty million dollars of federal vocational funds were allocated in FY 1978, with about sixteen million dollars going to agencies and institutions outside the Department of Education;

- In comparison with previous years, there has been a shift in the relative shares of funds received by school districts, community colleges, and universities, with the latter two types of agencies showing increases while proportionately less funds went to school districts;

- Federal vocational funds were used primarily for:

  - state administration activities and services,

  - the identification, development, and distribution of curriculum and other materials, and

  - the acquisition of equipment;

- Procedures used in the state plans to allocate federal funds to districts and community colleges tend to seriously limit the amount of funds available to rural areas; and

- The state plan does not identify the criteria and procedures used to determine which universities are to receive funds.

Procedures used in the state plans to determine federal vocational funding entitlement of school districts and community colleges should be modified so that less populous areas might receive increased funding entitlements.

The state plans should identify the specific criteria and procedures used to determine which state universities

are to receive federal vocational funds under each funding category.

Georgia

As a result of a special Council study of the needs of the handicapped and the disadvantaged the Georgia SACVE calls for a more equitable distribution of funding to replace the present 50/50 cost sharing by federal and state/local sources. The Council notes also that the $50,000 federal minimum allotted for sex equity personnel is insufficient when compared to the magnitude of the task to be accomplished. Funds are also needed for support services for women; for postsecondary short-term courses; for equipment replacement. In addition there should be funds allocated specifically for energy education.

Iowa

The Iowa SACVE devotes Part II of its ninth annual evaluation report (38 pages) to a special report on the funding of vocational education and concludes with the following recommendations.

> The Council encourages State Board action to enact policy on the following recommendations.
>
> Change in the philosophical orientation to budgeting process whereby vocational aid is not utilized to compensate for inadequate general aid income. General aid, plus other revenue, should be the base of support and vocational and other categorical aids should be used exclusively to absorb excess cost above the base cost of arts and science programs.
>
> State general aid be increased by 5 million dollars for inflation compensation and to adjust for insufficient appropriations in previous years.
>
> General aid be distributed by the Department of Public Instruction through the use of a formula to equalize local support per F.T.E.E. (full-time equivalent enrollment).
>
> General aid be allocated to support the cost of arts and science with a proportionate share of local support and tuition income so that arts and science are self-supporting.

Eligible F.T.E.E.'s in remaining programs (vocational-technical and adult education) receive general aid and local tax dollars in amounts equitable to arts and science allocations per F.T.E.E. The Department of Public instruction take steps to assure that comparable vocational programs generate comparable F.T.E.E.'s. State Auditor in the future include in audit reports comparisons between projected F.T.E.E.'s and actual F.T.E.E.'s.

Considering the minimal deviation between on-going arts and science and vocational-technical program cost, continue to adjust upward the vocational aid excess cost appropriations according to the inflation rate.

Appropriate a separate amount for vocational equipment replacement, expansion of existing programs, and establishment of new programs.

Use additional vocational dollars yielded from realistic general aid appropriations for vocational program expansion first at the secondary level and second at the postsecondary level.

Kentucky

The Council recommends competitive salaries and financial incentives for key vocational education personnel.

Maryland

The Council continues to have difficulty in obtaining information from the SDE/DVTE regarding actual expenditures and the extent to which mandated minimum percentages of federal funds and matching requirements were satisfied. Some of the specific deficiencies noted regarding disposition of funds within the state were:

- No record of F.Y. 1978 State and local funds expended for activities initiated or continued during F.Y. 1978.
- No accurate record of the extent to which F.Y. 1977 carry-over funds were utilized to support new or continuing activities.
- No accurate record of intended disposition of F.Y. 1978 surplus funds.

The Council recommends:

> that the State Board of Vocational Education establish and implement effective procedures for determining and reporting on the status of completion and expenditure of federal, state, and local funds for state plan activities

With regard to the sources of vocational education funds, the Maryland report gives the following information.

> The F.Y. 1979 allocation of Federal funds to the State of Maryland in support of vocational-technical education programs is $10,702,062. Of this amount $7,691,570 will be distributed to the local education agencies and community colleges in a manner which will result in at least one dollar of State or local funds being expended for each dollar of Federal funds expended. However, in order to carry out the vocational-technical education programs, services, and activities which are addressed in the State's F.Y. 1979 Annual Program Plan, the actual ratio of local funds to Federal funds which must be expended is approximately ten to one. Unfortunately, the Annual Program Plan does not reflect the State's total need for vocational-technical education programs, services, and facilities for the period covered by the Plan. Rather, it is based on those activities which can be carried out with the anticipated amounts of Federal and local funding support. This situation could be alleviated to a considerable degree through the establishment of a State categorial aid grant for vocational-technical education. A State categorical aid grant which matches the F.Y. 1979 Federal allocation under Part A, Subpart 2, Basic Grant, of the Vocational Education Amendments of 1976 would amount to approximately $7,000,000. A categorical aid grant in this amount has been suggested to the Governor's Commission on Funding of Public Education and the special joint legislative committee recently appointed to conduct a study of State support for vocational-technical education pursuant to House Joint Resolution 110.

The Council recommends:

> that the State Board of Vocational Education support legislation for the allocation of categorical state funds for vocational education.

Michigan

The Michigan SACVE reports that the construction of area vocational centers in the Detroit public school system has been delayed because of the non-availability of local funds to match the federal grant. The Council recommends that the SBE promote legislation providing state funds for construction in all areas of the state.

Montana

The Council continues to emphasize the necessity of state funds to assist local school districts with the extra costs of secondary vocational education and to carry the major support of postsecondary education.

Nevada

The Nevada SACVE finds that the allocation formula requirements of P.L. 94-482 work in direct opposition to the improvement of vocational education within highly rural states like Nevada. The following paragraph from the Council report explains why this is so.

> Ultimately the incentive dollars provided through the Federal allocation process serve to create a paradox within the State. First the very population (the Disadvantaged, Handicapped, and Minorities) that the formula is most strongly skewed to assist suffer, as many districts find it difficult to match funds received under the formula set-aside for the disadvantaged even considering the increased formula allocation in highly urban areas. Secondly middle to upper middle income, low population districts receive minimal allocation resulting in reductions of services in sparsely populated rural areas creating vocational-education-disadvantaged individuals who because of program costs cannot be served.

The Council recommends a change in both the formula for allocation of federal funds to the states and the allocation within the states so that funds can be better utilized to meet state needs.

New Jersey

The New Jersey Council report analyzes the effect of restrictive regulations on the impact of federal funds. During 1978-79 federal funds constituted only 9 percent of the federal budget and

32 percent of these funds were designated for groups with special needs. Entitlements for special target populations are set for each county. Program priorities are set within entitlement categories at the county level and LEA applications are analyzed within the framework of a "maximum scope -- limited impact" approach. Certain weaknesses result. These are:

- LEA's are not required to apply for funds in any entitlement category, and, therefore, services to special target populations in jurisdictions where they are most concentrated cannot be assured. If services are provided in these jurisdictions, the level of service or funding may not be consistent with the relative needs in that area.

- Operational definitions of groups with special funding needs, e.g., the characteristics of the disadvantaged, have not been developed at the state level. Differing definitions applied at the local level contribute to differing assessments of relative need and differing target group emphases. Statewide impact on any one defined group is, therefore, difficult to plan and evaluate.

- The relatively small amounts of federal funds available to support initiatives in any one special target area cause LEA's to emphasize programs that have established local support rather than programs that represent change.

- Without concentrated funding for development and testing of model approaches for meeting the needs of target groups, local administrators must make a special local commitment to this effort, and the presence of that commitment cannot be assured or may vary by target groups.

The Council concludes that limited federal funds for special purposes need to be focused on areas with the greatest concentration of need and the greatest potential for model development.

North Carolina

The North Carolina SACVE devotes Part I of its ninth annual evaluation report to a discussion leading to reform in the method of funding vocational education. This reform is based on the concept of vocational education as an integral part of the educational

process, a concept for which the report finds supportive evidence in both state and federal legislation. Such a concept finds no justification for the current North Carolina requirement that each local administrative unit must secure approximately 30 percent of the necessary funds to pay the salaries of vocational educators from the local tax-levying authority. In summary the North Carolina report states:

> State statutes direct that vocational education is to be an integral part of the public secondary school curriculum and that it is to be the major purpose of the Community College System's curriculum. It would appear to be only sensible that appropriate requests should be made of the General Assembly by the State Board of Education to implement the letter as well as the spirit of the State laws.
>
> Appropriate funding support by the State would still permit full participation in federally funded programs because federal resources could be used to extend and improve vocational education for the youth and adults of this State. This would be entirely within the stated purpose of federal assistance for vocational education.

North Dakota

The Council report expressed concern that as the amount of federal funding decreases the regulatory effect on state and local funding increases. The following statements are taken from the ninth annual evaluation report of North Dakota.

> It should be noted that federal funds comprise less than 15 percent of the total reported expenditures for vocational education in North Dakota for Fiscal Year 78. This follows a continuing sharp decline in the ratio between federal and state/local funding. This is of grave concern to the SACVE and should likewise be to the North Dakota State Legislature and the SBVE, because of the increasingly inflexible and burdensome federal rules, regulations and guidelines which govern the expenditure of the far larger amount of state and local funds.
>
> Federal legislation is forcing states to prioritize funding according to federal priorities rather than state and local needs. For example, there has been a continued decline of federal basic grant support for regular programs to meet overall vocational education needs and at the same

time there has been an increase of almost 100 percent in federally dedicated funds for Disadvantaged programs.

Two recommendations with accompanying rationale are related to these statements.

- It is recommended that the SBVE continue to utilize its flexibility to determine the most effective use of state appropriated funds in meeting the vocational needs of the state. Further, if these state funds, which are part of the overall State Plan for Vocational Education, must be expended in the same manner as federal funds it is recommended that the SBVE initiate appropriate action to:

  Seek alternate means of meeting mandates in spending state monies in compliance with federal regulations. Seek assistance in the interpretation of the federal guidelines governing the use of non-federal matching and non-matching monies.

- It is additionally recommended that the SACVE establish a firm liaison with the National Advisory Council on Vocational Education to address the above recommendations.

  Presently there is a disproportionate ratio of federal monies expended as compared to the state and local funds available for vocational education. Further, there are increasing concerns regarding limitations on the use of federal monies and the impact of federal legislation restricting the use of these state and local funds.

- It is recommended that the SBVE and SACVE implement a cooperative effort to secure adequate federal funds for vocational education program activities within North Dakota and the United States.

  The State of North Dakota has made significant progress in providing state funds for vocational education. It is essential that North Dakota be allocated a higher percent of federal funds for vocational education activities.

III. State Summaries

ALABAMA

The ninth annual evaluation report of the Alabama State Advisory Council on Vocational Education includes an account of Council activities covering the annual public meeting; assistance in developing a State procedure for evaluating secondary vocational education; and providing technical assistance to LACs through publication of the AACVE Newsletter.

The second section of the report gives data showing distribution of employment by major sectors as a percentage of total employment, for the South as compared with the United States; and specific data for the Alabama Industrial Development Training Institute, for CETA enrollees, and for vocational education enrollment by grade level and by service area for 1978. Placement data for 1978 secondary vocational education graduates show 40.6 percent placed in full-time work; 18.9 percent in part time work; 26.4 percent continuing education; 2.2 percent seeking work; 12.7 percent in other categories not in the work force.

The third section includes a statement of four State Plan goals with comments concerning progress made with regard to the priorities set for 1978. The report gives for each of the four goals: a statement of the goal; the percent budget allocation for the attainment of the goal with some detail concerning items covered; and the kind of data on which progress towards the goal will be measured. The general statement on attainment of all four goals is as follows:

> Data with which to judge the extent to which these goals were attained were not available at the time this report was prepared. The Accountability Report, which is now required by law, will focus upon such attainment, however. The Accountability Report will be available July 1, 1979.

A section called Findings gives general statements focused on those aspects of the vocational education effort which the Council believes are in need of improvement at this time.

- Collaboration among agencies involved in vocational preparation is generally spasmodic and poor. There is no overall plan or policy.

- There is little relationship between Alabama's employment needs and the secondary vocational educational program emphasis.

- There is no evidence of planned, equitable distribution of Federal funds to postsecondary vocational education (adult, technical, and junior college occupational programs).

- Articulation between secondary and postsecondary vocational education is being addressed at the local level, but there is no statewide policy to assure ready transfer beyond the local institutions.

- Secondary vocational education programs especially, continue to suffer from sex stereotyping. Unbalanced enrollments by sex reflect traditional sex roles.

- Placement of vocational graduates in full time work, even were that work to be entirely related to the training received in vocational programs, is comparatively poor.

- University participation as full partners in a long range inservice plan for vocational education teachers is minimal.

- While there are many facets of the total vocational education effort in Alabama which are commendable, these findings are focused upon those aspects which are in need of improvement at this time.

- Area Vocational Centers tend to be underequipped.

The report concludes with the 1978 recommendations:

- A long range plan should be made by a combined committee of educational and manpower personnel to align secondary and adult vocational offerings especially with economic and demographic data which in turn describe basic changes in Alabama's needs. Such a plan should address recertification needs of teachers, cost and other facets resulting from project changes.

- It is recommended that area vocational centers be surveyed as to their equipment needs and that existing equipment be placed on an amortization schedule as a basis for local requests for replacement. This will help assure continuing quality programming and current instruction.

- It is recommended that the Board encourage vocational education, including AID, to participate in regularly scheduled meetings with CETA and private school representatives to increase the collaborative and cooperative efforts to provide quality vocational education to Alabama's citizens. The Council is willing to sponsor such meetings.

- It is recommended that a policy dealing with articulation be adopted by the Board which is founded upon competency-based education. This policy should address inservice preparation of teachers and administrators, curriculum development, staff, and cost. In addition, a time-line should be determined to complete the process. (See Council position paper.)

- Plans for the funding of postsecondary vocational programs should be developed which would allow parties concerned to complete long range plans for the implementation and/or improvement of vocational education programs.

- An organized statewide effort to enhance the attractiveness of nontraditional vocational preparation programs for both boys and girls should be developed and appropriately funded.

The Council reviewed the State Manpower Services Council 1978 Annual Report and made the following comment:

> Of particular significance in this year's Report are shifts in the CETA legislation itself: the move toward more local autonomy yet responsibility in administration; the isolation of clear objectives; the increased flexibility due from decentralization. Of singular most importance, however, is the emphasis CETA has placed upon collaboration between prime sponsors and educators including participation in the planning phase of training delivery. Collaboration has become the key word in approaching the relationship between these two groups. Such collaboration must extend to local councils as well as state-level councils where it is mandated by law.

Appendices to the report include data on vocational education enrollment by educational level, by service area, and by specific target population.

ALASKA

The ninth annual evaluation report for FY 1978 was prepared for the Alaska State Advisory Council on Vocational and Career Education and the State Manpower Services Council. It is entitled: An Identification of Vocational Education/Training Activity in Alaska for Fiscal Year 1978.

The introduction notes several events which are responsible for altering the recent social and economic character of the state. Among these are: construction of the trans-Alaska pipeline; passage of the Alaska Native Claims Settlement Act; and passage of the Fisheries Conservation and Management Act of 1976.

Section one gives summary data for the five Manpower Planning regions on first-quarter high school enrollments in vocational education and related programs for 1977-1978. Section two shows the characteristics of rural student vocational program (RSVP) participants, including a break-down by work stations and by occupational area. RSVP in Alaska has expanded over tenfold during the eight years of its existence. The program served 704 students from 97 schools in Fiscal Year 1978 as compared to 65 students from 9 schools in Fiscal Year 1971. Data are also given for vocational education enrollments in each high school by course title and for CETA classroom training activity by location, vendor, type and length of training, credit or certificate, number of participants or slots, number of completions and number gaining employment. A special section is included on the Alaska Skill Center at Seward and on Alaska building and construction apprenticeship and trainee programs.

The annual report includes the following recommendations:

- The Council should expand its interest in subjects directly or indirectly relating to vocational education and training.
- The Council and the Department of Education should jointly develop a mutually agreed upon data base for planning and training.
- The Council should through the Department of Education or its own channels, establish a closer rapport and understanding of local vocational education advisory councils.

AMERICAN SAMOA

The ninth annual evaluation report of the American Samoa Advisory Council on Vocational Education includes: a summary of Council activities; recommendations for the coming year; an overview of vocational education in FY 1978; status of action on Council recommendations for FY 1977 and earlier; and a report from the Student Advisory Board on Career Education.

There are eight recommendations as follows:

- that the Board of Regents and the Board of Higher Education foster programs throughout all elementary and secondary schools and the Community College which will enable teachers and students to understand how career education, general education, and vocational education should complement one another in providing better preparation for careers and for life;

- that each vocational education course and program have an advisory committee composed of representatives of local business, labor, and industry;

- that vocational youth organizations be encouraged, established, and maintained;

- that the Board of Vocational Education use all available influence and resources to assure that through the SOICC functions vocational education planners within the Department of Education and the Community College are provided with realistic employment needs projections which will provide for viable long range planning and allow for meaningful comparison between program enrollments and completions, and employment needs within the the territory;

- that the Board of Vocational Education use all resources available to them to assure that adequate staffing be obtained for vocational education commensurate with the needs for leadership in the territory;

- that the Board of Vocational Education seek legislative and gubernatorial approval of an annual categorical appropriation for vocational education;

- that the Board of Vocational Education aggressively seek adequate local funds specifically earmarked for up-grading vocational education equipment at all levels;

- that the Board of Regents (Board of Vocational Education) become more deeply involved in developing territorial policy in vocational education by regularly discussing such policies as agenda topics in scheduled meetings and by preparing a document detailing Board policy relative to vocational education.

The Council overview of vocational education begins with an examination of critical problems intrinsic in the State plan. It appears that the State Board staff spends only a small amount of its time on planning and very little of that is devoted to vocational education. The basic problem is the lack of reliable and timely data.

Career education is not adequately emphasized and no services are provided below the eighth grade. Generally speaking, students are not enrolling in vocational courses, particularly in the trades area. Virtually nothing has been done by the State Board of Vocational Education to eliminate sex bias and sex stereotyping and there is nothing in the State plan to indicate that efforts to do this will be intensified.

The Council is concerned that some vocational equipment now in use is either obsolete or not in good operating condition. It seems much more difficult to obtain funds to keep equipment up-to-date and in good repair than to purchase new equipment.

The Council is not in agreement with the State plan statement that local advisory councils are not required in American Samoa since there are no local education agencies.

While the five-year State plan declares that efforts will be made to coordinate manpower development (CETA) and vocational education programs, it does not adequately describe an effective mechanism for such coordination.

The Council finds that American Samoa's education system does not yet meet the needs of the disadvantaged. No procedures have been developed to identify them or to offer them special services. The needs of handicapped students are generally being met, but for the most part in special programs.

Although there have been some efforts in the past to rehabilitate offenders through vocational offerings and services in correctional institutions, the program has not been intensive or frequent enough to meet the inmate needs.

The Council is sincerely concerned about the effective implementation of the State Occupational Information Coordinating Committee. Members of SOICC were appointed by the Governor but the Federal grant for SOICC operations has not been approved and a director has not been appointed.

The report concludes with an account of the public hearings on vocational education; a summary of the extent to which Council FY 1977 and earlier recommendations were considered; and a summary of student board recommendations.

ARIZONA

The ninth annual evaluation report of the Arizona State Advisory Council on Vocational-Technical Education begins with a statement by title of 20 long range goals as specified in the five-year State plan. For each of these a statement is made concerning the number of sub-goals accomplished in FY 1978 with an explanation for those which were partially accomplished or not addressed. In a detailed evaluation summary SACVE offers commendations and suggestions, among which the following are illustrative.

> Good progress has been made under the Five-Year Goal for Professional Personnel Development in the important area of identifying new and emerging occupations, leading to the development of proposals for the specific occupations identified.
>
> Exemplary projects were conducted at the Tucson Skill Center for new occupations in the areas of Solar Energy, Electrician's Helper and Foreign Car Repair. Potential teachers of new and emerging occupations were identified, and planning to meet their needs was begun.
>
> Professional Personnel Development projects to improve quality of instruction, supervision, and administration were extensive. Over 2300 Vocational Education personnel received some professional development training. In addition, a workshop for 75 community college educators, counselors, and administrators was held to develop programs and/or strategies for breaking barriers to students entering non-traditional career training programs. Participants developed a brochure.
>
> For several years, the Advisory Council has stressed the need for school-based placement services in its reports and recommendations. In the State Plan under consideration in this report, no long range Goal was projected in the individual Placement category; however, a 1978 Goal was planned and accomplished in that category. As a result of this goal, a Placement proposal was funded for the Glendale Union High School District, and, in cooperation with the Department of Employment Services (DES), a pilot program utilizing a job service center was planned, implemented, and is ongoing at Phoenix Union High School and the Area Vocational Center.

Definite progress in the area of Placement also was made through two 1982 and four 1978 Guidance and Counseling Goals directly concerning Placement. Under the 1982 Goal: "A program approach to guidance on all levels will be established in the areas of personal, career, and academic development," strategies for developing ongoing Guidance and Placement systems were identified. Under the 1982 Goal: "Placement services are being utilized for Vocational Education program completers," cooperative arrangements were developed to involve DES, CETA Comprehensive Manpower Centers, and institutions with employment services in the accomplishment of the Goal; a Placement workshop for 80 counselors was held; and pilot models in Placement services were organized at Tolleson, Dysart, and Santa Cruz Valley High Schools.

The Council commends these goals and the actions taken to accomplish them, but urges that more statewide action be taken in Fiscal Year 1979 in order that all Vocational Education participants and program completers will have the chance to benefit from an integrated guidance and placement program, and the chance to obtain a job and/or placement in higher education through school-based Guidance and Placement Services.

The SACVE review of the program evaluation results developed by the State covers the FY 1978 assessments of 14 high schools and one vocational technical school. A summary of findings indicates that counseling and guidance and cooperative education programs were among the strongest elements in all assessments. The Council considers the Arizona assessment instrument to be a good evaluation tool. All evaluators use the same criteria. There is also commendation for the evaluation followup plan.

Based on its review of the analysis of the distribution of Federal funds within the State, the Council finds financial support for vocational education out of balance. Seventy-four percent of the support comes from local sources; 15 percent from Federal sources and only 11 percent from the State. In addition no State legislation exists to support vocational education at the secondary level.

For an evaluation of how vocational education is identifying and meeting the employment and training needs of the State, the Council is relying on its reports, "The Product Talks", published annually from 1973 to 1977, with a five-year summary in FY 1978. Placement in jobs, throughout the five years has been higher for vocational

education completers than for others in the same age groups. Labor market information, however, indicates that there are not enough workers in the labor force in some areas. Electronic technicians are in short supply as are engineers, registered nurses, structural workers, and skilled carpenters. With respect to the coordination of services to meet the needs of special populations SACVE cites the interagency agreement which exists among special education, vocational education, and vocational rehabilitation. This agreement is incorporated into a document, Reference Manual on Services Available to Handicapped Students in Secondary Schools by Special Education, Vocational Education, and Vocational Rehabilitation. SACVE finds also that progress is being made in the improvement of planning and in the specificity of State plan goals for integration and coordination in meeting employment and training needs.

SACVE reviewed three reports of the Arizona State Employment and Training Council and commends SETC for bringing together all of the available information about manpower services and the evaluation of these services.

The ninth annual evaluation report includes six recommendations directed to the Arizona State Board of Vocational Education and one recommendation to the United States Office of Education.

- A State legislative base for Vocational Education should be established to provide stability and continuity in programs for which an established need exists. State legislation is needed in order to provide an opportunity for all persons in Arizona to participate in quality Vocational Education programs supported by consistent program standards, and a continuous, solid source of funding.

- Expansion of on-the-job training should continue. Many more students must be served.

- More advanced courses should be made available to students seeking technical training, and articulation between Secondary and Postsecondary level programs should be increased.

- Establishment of a well-defined structured program that integrates counseling, guidance and placement should continue, in order that all students will be able to obtain placement in jobs and/or higher education through school-based services. Career

Resource Centers, which offer early, continued career counseling, should immediately be funded statewide.

- A representative from business and industry should be included as a member of each Arizona Department of Education program evaluation team.

- Projects and activities to establish Support Services for Women should be implemented on a statewide basis.

- The United States Office of Education (OE) should develop a way of approving the State Plan in time for the State (and other states) to operate under it, rather than holding up total approval due to minor irregularities or requirements.

As required by law, the Arizona State Plan was submitted on June 1, 1977. The last changes required under the Plan by OE were made in December, 1977, and the Plan was not approved until after June 1, 1978, six months after being submitted.

The report concludes with a review of progress made in implementing previous recommendations on the current status of local advisory councils and of SACVE technical assistance activities, the responsibilities, accomplishments, and goals of the Arizona SOICC, and the three SACVE public hearings.

ARKANSAS

The first section of tne ninth annual evaluation report of the Arkansas Advisory Council for Vocational-Technial Education is devoted to the presentation of a case study showing that much of the vocational and technical effort in Arkansas has remained fixed in the face of changing economic conditions. The case-study describes the growth and present work force needs of the Falcon Jet Corporation and gives data showing that approximately $1,250,000.00 per year is spent for goods and services outside of Arkansas because of the unavailability of in-state resources in skills needed to produce the products required.

The next section reports the results of surveys showing needs in the labor force in data processing, food services, and engineering technology and concludes with the following recommendations:

- The Council recommends that the State Board for Vocational Education, in cooperation with the State Board of Higher Education and the Economic Development Department, survey industries in Arkansas to determine:
  - Current training needs;
  - Future training needs over a five-year period.
- The State Board for Vocational Education and State Board of Higher Education are urged to develop training plans to meet those needs.
- The Council recommends that the State Board of Education and State Board of Higher Education develop budgets for consideration by the General Assembly which provide monies for needed programs, facilities, and equipment.
- The Council recommends that the State Board for Vocational Education develop a budget which provides for the acquisition of needed equipment which will upgrade the vocational and technical programs in Arkansas.

The third section of the report, which is entitled Evaluation 1978 is a discussion of State plan goals with primary emphasis on objectives for FY 1979. The Council finds that projects for numbers of programs, teachers, and students are inadequate to meet the economic needs of Arkansas, showing little or no increase over objectives for FY 1978. The fundamental reason assigned is the inadequacy of funds. The report repeats a statement from the eighth

annual report: "We recognize that the lack of support funds affects almost every goal and its effectiveness to achieve quality education." State and local funding has increased from $2.00 for every Federal dollar in 1970 to approximately $6.00 for every Federal dollar in 1978.

The Council finds that planning continues to be one of the weak links in the overall vocational and technical system and assigns as a cause the "grossly inadequate" Federal financial support for implementation of the planning mandates of the 1976 Amendments.

Concerning the goal on guidance and counseling, the Council concludes that students in general are not receiving comprehensive career guidance services and that a contributing cause may be inadequate knowledge of counselors about occupations taught in Arkansas vocational programs.

The report notes, with respect to curriculum development, that there are currently 15 standardized curricula available for implementation but that student texts are not widely distributed.

Among the FY 1979 goals for adult education is the development of an energy education program for the training of miners, supervisors, technicians, safety personnel, and environmentalists in the field of coal mining; and to conduct programs for the training of individuals needed for the installation of solar energy equipment.

For Goal 9, which is directed toward the attainment of equal education opportunities in vocational education for persons of both sexes, the Council finds that the programs, services, and activities projected for FY 1978 have been met and surpassed. The Arkansas sex-equity program was chosen in an EPDA project as one of 15 to serve as a model for the nation.

An appendix to the report gives the outcomes, activities, and budget allocations for the FY 1979 State plan objectives for Goal One.

CALIFORNIA

The California Advisory Council on Vocational Education selected for inclusion in its ninth annual evaluation report State plan goals in two areas: elimination of sex bias and sex stereotyping in vocational education; and vocational education programs to serve the needs of persons with disabilities. For disabled persons conclusions show that for eight objectives of the five-year State plan at the secondary level, scheduled for completion in FY 1979, five were in progress and data were not available to measure the other three; of the eight objectives at the community college level, five were in progress, two were completed, and data for one were unavailable. Goals and objectives of the five-year State plan were compared also with recommendations of the CACVE publication, Barriers and Bridges.

In the area of progress towards eliminating sex bias and sex stereotyping the annual report refers to six goals of the five-year plan. The Council finds that for the objectives related to these goals two were completed; 21 are in progress; one has seen limited progress; no action has been taken on two; and data are not available for one.

The report states that at the close of FY 1978 an evaluation system had not yet been formally adopted by the State Department of Education or the Community Colleges Chancellor's office. The Council includes, however, a list of criteria to be used in reviewing the State's evaluation results in subsequent reports.

With regard to distribution of Federal funds for services to people with disabilities CACVE finds that a substantial number of school districts did not utilize their available money this year either because it was such a small amount or because they could not match it with State or local funds. Another problem encountered by local districts in expending VEA money earmarked "handicapped", was the requirement that the money be spent only for those costs in excess of regular program costs.

An attempt was made by the Council to determine the program budget of the State Department of Education and the Office of the Chancellor of the California Community Colleges for personnel and services related to sex fairness operations. Because existing fiscal procedures categorize expenditures by unit rather than by function it was not possible to identify the amount allotted. The report includes, however, a table showing allocation through contracted services for 20 projects. Data include: agency/purpose; amount obligated; and proposed evaluation procedures.

The following recommendations are related to the goal/objective areas evaluated.

The State Board of Education and Board of Governors, Community Colleges should:

- establish policy which will ensure that an increased degree of cooperation take place between and among State agencies designated to provide services to people with disabilities;

- require improved quality of information and greater accountability by their staff, especially the State Director of Vocational Education, with respect to reporting progress in serving people with disabilities;

- require greater depth and specificity in statements of goals and objectives related to serving people with disabilities before approving the Annual Plan Update in future years;

- provide the necessary resources so that criteria can be developed upon which the evaluation of the elimination of sex bias and sex stereotyping can be based;

- require greater specificity in the goals and objectives relating to the elimination of sex bias and sex stereotyping before approving the Annual Plan Update in future years;

- ensure that the evaluation process by which they monitor local districts asks appropriate questions and collects data to measure State goals and objectives in the area of sex bias and sex stereotyping;

- require timely and appropriate written reports from their staff on the status and outcomes of their evaluation systems.

The Council report includes the following comments on the CETA Council report to the governor for 1976-1977.

> Important information which gives insight into CETA impact has been relegated to the appendix.
>
> Information presented in the appendices was not analyzed for the reader.

Without analysis, it is impossible to assess the impact of different training approaches.

Certain figures which would make reader analysis possible are lacking.

The costs per individual by deliverer of service cannot be determined with the data given.

Budget figures presented do not equal the total allocated for California.

The report also includes the following summary of testimony given before the CETA Council and the Employment Services Board.

CACVE reiterates the need:

to promote and establish an integrated delivery of services for both employment and training and vocational education;

to develop a policy on job development;

to involve the private sector in job development efforts;

to improve cooperation and coordination in the utilization of CETA grant funds;

to implement a needs assessment process;

to improve planning and eliminate unnecessary duplication of services;

to establish service priorities.

The concluding section of the ninth annual evaluation report summarizes the status of prior CACVE recommendations in reports one through eight.

COLORADO

The ninth annual evaluation report of the Colorado Advisory Council for Vocational Education begins with recommendations for 1978. For each recommendation a rationale is given.

> The Colorado Advisory Council for Vocational Education recommends that the State Board for Community Colleges and Occupational Education study the existing system of State and Federal funding for the various schools and institutions in Colorado and develop a less complex and more equitable system for funding vocational education in the State.
>
> The Colorado Advisory Council for Vocational Education recommends to the State Board for Community Colleges and Occupational Education that more specific guidelines be developed and more leadership be provided to local administrators for the effective establishment and operation of Local Advisory Councils for Vocational Education.
>
> That the role of the State Board for Community Colleges and Occupational Education, with regard to CETA, be reviewed, revised and clarified. The revisions should include closer coordination and communication between the Planning Staff of the State Board, the Prime Sponsors, the Colorado Department of Labor and Employment and the Colorado Department of Education.

The next section is devoted to a discussion of the response of the State Board for Community Colleges and Occupational Education to the 1977 annual report recommendations. Seven SACVE subcommittees for FY 1978 are then listed and their reports follow.

The subcommittee on the evaluation of State plan goals reviewed the State plan and the 1977 Annual Descriptive Report of Program Activities for Occupational Education. The subcommittee found these documents difficult to understand as the written rationale presented was very limited. Some data are given reflecting accomplishments in enrollment objectives. There was a notable increase in the percent of graduates or terminees employed in the occupational field for which they were trained and a decrease in the percentage of the unemployed. Unemployment for vocational education completers in Colorado was 4 percent for secondary and 3 percent for postsecondary. The comparable Statewide estimate for all youth unemployment is 16 percent.

The subcommittee on the analysis of the distribution of Federal funds reviewed the financial status reports which are contained in the annual descriptive report. They found it difficult to

determine the rationale or distribution formula used. More information is needed on the utilization of Federal funds for expanding and enriching programs for training vocational education teachers and administrators. It appears that Federal funding has had considerable impact on programs serving the handicapped in Colorado.

A third subcommittee reviewed the technical assistance services to local advisory councils and made recommendations for increasing the effectiveness of these councils.

A fourth subcommittee reviewed the process of evaluation of the vocational education delivery system in Colorado. Council members attended three comprehensive program reviews conducted by the State Board during the year. The Council did not review the process of evaluation conducted by the State Board program supervisors during 1978. There are preliminary plans for such a review in 1979.

The subcommittee which reviewed the 1977 Manpower Services Council Report finds that it relates Colorado's economic position to population trends and employment outlook and provides an informative accounting of the number and types of persons being served by CETA. It suggests the following additions to assist the State's progress in meeting manpower and training needs.

> The 1978 Manpower Report should describe the extent of joint planning and coordination among local employment service personnel, CETA Prime Sponsors, and local vocational education personnel.
>
> The 1978 Manpower Report should show the types of vocational education needs that are being met with CETA funds. This would provide a more accurate perception of the vocational education needs of the unemployed and economically disadvantaged, as well as permit comparison of CETA data with those of the Occupational Education Division.
>
> The report should show the extent to which CETA funds are preparing people for employment.
>
> The report should describe how, or if, the Occupational Education Division assists local vocational education and CETA personnel in local planning.

The subcommittee on interagency coordination and cooperation assessment finds that cooperative efforts are underway between the State Board for Community Colleges and Occupational Education and other State agencies involved in various aspects of vocational education. Closer coordination is needed between the various State agencies involved in human resource development.

The report concludes with a list of issues and concerns which were presented at the advisory council public hearing. Among these was the need for training in energy occupations, and the need for instructors in all energy-related fields.

CONNECTICUT

The FY 1978 annual evaluation report of the Connecticut Advisory Council on Vocational Education begins with the statement of the following recommendations to the State Board of Education.

Commitment to quality vocational education programs.

> The State Board of Education to reaffirm its long standing commitment to quality vocational and career education available to all persons throughout the State. The State Board to develop a philosophical framework for vocational and career education in the State; to initiate legislative proposals, (e.g., for categorial aid) to encourage such new programs as may be needed.
>
> The State Board to conduct a comprehensive assessment of all vocational education programs available to secondary students throughout the State to determine the extent to which ready access is available for those who seek entry into such programs. The results of this assessment to be utilized in planning programs, facilities and services and to make known whatever budgetary requirements are needed to meet the needs of all students.

Evaluation of programs and services.

> The State Board of Education to give high priority to the evaluation of the effectiveness of vocational and career education programs and services and to allocate adequate resources for this procedure to assure its thoroughness. The Advisory Council on Vocational and Career Education to be notified of any deficiencies or weaknesses in the vocational and career education programs of the eligible recipients and when these have been removed.
>
> The State Board of Education to adopt policy guidelines for the evaluation process of all vocational education programs of eligible recipients during a five year period. This evaluation process to focus on a positive approach to program improvement. The evaluations to be conducted by well-balanced teams composed of representatives of industry, business, labor and agriculture, vocational education graduates, and vocational educators. State Department of Education consultants to serve as resource persons to the evaluation team. The evaluation teams to receive reimbursement for travel and necessary expenses while serving on an evaluation project.

Career guidance, placement, followup.

Consistent with the policy statement as expressed in the Five-Year and Annual State Plan for the Administration of Vocational Education as revised and adopted in March, 1978, the State Board of Education and the Board of Higher Education to encourage all school systems and colleges to provide increased and improved career counseling services to students. Job placement and followup evaluation of school/college leavers and graduates to be an integral part of this service.

Computerized data system.

The State Board of Education to seek legislative support to expand and develop an improved and comprehensive computer retrieval system which will establish a base for cost accounting per student, per course in all areas of vocational and career education. Such a system to be developed with the assistance of the Connecticut Advisory Council on Vocational and Career Education, representatives from the regional vocational-technical schools, local high schools, and community and technical colleges. These representatives to determine the kind of data required and to formulate a comprehensive program designed to meet the needs of all constituent groups.

The State Board of Education to develop and make available a comprehensive computerized career guidance information system to local education agencies (LEAs), postsecondary institutions, and other agencies and institutions requiring such a system. This system to be developed by a task force appointed by the Board to be composed of State Department of Education staff, teachers, and guidance counselors from representative school systems and postsecondary institutions, technical staff, and representatives of business, industry and labor. Such data system to be adapted to the needs and concerns of Connecticut and to utilize existing computer systems where feasible. The purpose of such a system to make available to every student current information concerning such areas as the skill requirements for entry level positions, the training or education criteria for such positions, average pay and benefits, potential for advancement and change, geographical location of jobs and future demands.

The State Board of Education to request necessary budgetary and capital expenditure funds from the Legislature to implement a computerized career guidance information system (Recommendation #7) as a prototype model in each of two representative areas served by regional vocational-technical schools and community and/or technical colleges in cooperation with the school systems in that particular area. An evaluation of the prototype models to be conducted following eighteen months of operation. Funds for replication of the system on a Statewide basis to be requested from the Legislature should the models be evaluated as being successful.

The computerized career guidance and vocational education information to be kept current by means of a technical steering committee. This committee to be composed of teachers, guidance counselors, school administrators, representatives of business, industry and labor, interested citizens, and representatives of the State Occupational Information Coordinating Committee.

Cooperative programs.

The State Board of Education to initiate plans and procedures designed to encourage improved articulation and to promote cooperative projects in vocational education offerings in local school systems, regional vocational-technical schools and satellites. The purpose of these projects is optimum utilization of all existing facilities. To accomplish this, the State Board to establish a cost rate for each approved vocational program, service and curriculum, and to provide pre-payment to local schools for any differential cost between other State funding available to the school system for the program and the cost of such programs in the regional vocational-technical schools. The State is to pay two-thirds of any transportation costs incurred. All such program offerings subject to prior approval by the State Board with the cooperative advice of the Connecticut Advisory on Vocational and Career Education. The programs to be extended to areas requesting such service.

Governance of vocational-technical schools, community colleges, and technical colleges.

The State Board of Education to develop guidelines for the selection of an advisory board for each of the regional vocational-technical schools. Such board to provide recommendations on curricula change and/or development suited to the regional vocational-technical school and the area served, and to assist and advise in developing capital outlay and operating budgets. The Advisory Council to develop both long range and annual goals and objectives, make suggestions for policy, stipulate priorities, and perform other services and/or duties appropriate to a school board. Recommendations for policy or program changes to be submitted to the State Board of Education and to the Connecticut Advisory Council on Vocational and Career Education at such time to be set by the State Board of Education. The Advisory Board of each regional vocational-technical school to be composed of at least the following categories: a vocational-technical teacher, a teacher from each of the high schools served, the principal(s) from the region served, industrialists, business people, organized labor, a student representative, a graduate from the school, and at least three representatives of the general public from the service area. Both men and women to serve. The director of each regional vocational-technical school to serve in the capacity of a superintendent of schools.

The Board of Higher Education and the Board of Trustees for the Community Colleges to develop guidelines for the selection of an advisory board for each of the community colleges with the advisory powers, duties and responsibilities as in Recommendation 11a (as pertaining to the regional vocational-technical schools). The president of each community college to serve in the capacity of the chief executive officer of that institution (analagous to the relationship of a superintendent of schools on the school system level to a board of education).

The Board of Higher Education and the Board of Trustees for the Technical Colleges to develop guidelines for the selection of an advisory board for each of the technical colleges with the advisory powers, duties and responsibilities as in Recommendation 11a (as pertaining to the regional vocational-technical

schools). The president of each technical college to serve in the capacity of the chief executive officer of that institution (analagous to the relationship of a superintendent of schools on the school system level to a board of education.

The Connecticut Advisory Counci on Vocational and Career Education to review all reports and recommendations submitted by each Advisory Board for the regional vocational-technical schools, the community colleges and technical colleges, (Recommendations #11a, 11b and 11c) for the purpose of providing the State Board of Education and the Board for Higher Education with an objective viewpoint, adding any data deemed pertinent, so that the Boards can incorporate all such data in establishing their own priorities for the overall development of education in the State.

Vocational student organizations.

The State Board of Education to encourage the growth and vitality of vocational student organizations as an integral part of all vocational education programs. These Vocational Student Organizations to be involved in the formulation of plans and policies affecting their operation and governance. State and Federal financial support and commitment to provide for approved programs and incentive grants should be provided for the encouragement of new student organizations where nonexistent or to assist those operating on a substandard basis.

Vocational Student Organizations fiscal procedures and funds to be subject to a public auditing system to be established and implemented.

Programs for the handicapped.

The State Board of Education will assure that equal rights and access to vocational education programs and services be made available to all persons irrespective of handicapping conditions. This recommendation is a repeat of previous recommendations by the Advisory Council which we believe have not been fully implemented. This assurance is mandated by law (P.L. 94-142 and Section 504 of the Rehabilitation Act of 1973).

Programs to eliminate sex bias and sex stereotyping.

> The State Board of Education to analyze sex equity and sex biased stereotyping existent in vocational education programs and services and in curriculum materials used in these programs to determine the extent and nature of progress in eliminating these barriers and to provide directions for planning efforts in those areas where emphasis is needed.

Agriculture education.

> The State Board of Education to develop a policy regarding agriculture education and the needs of society for food, fiber, recreational facilities, and a compatible, aesthetic environment paired up with the concerns about energy, labor, land use, the economy and technology. The policy to include a means to meet the challenge for Connecticut agricultural education to prepare future agriculturists who will understand and will utilize the resources which Connecticut has available.

The report notes that cross-representation of the advisory council and the State Occupational Information Coordinating Committee has facilitated closer relationships and improved administrative coordination, with the sharing of reports and materials.

The financial data made available to the Advisory Council seems to indicate that every effort is being made to exercise sound fiscal practices and to comply with the provisions of the annual State plan.

The Council has reviewed reports of evaluation of vocational programs and commends the Division of Vocational Education for its work in this area. CACVCE recommends: inclusion of lay persons on evaluating teams; determination of response to the needs of business and industry; and followup of implementation of recommendations made by evaluating committees.

The remainder of the report is devoted to a profile of three FY 1978 exemplary vocational programs. These programs were observed and evaluated by CACVCE with the conclusion that the participants in each of the three programs demonstrated innovative and creative leadership in meeting the State master plan goals and objectives. The three projects are:

- Middlesex consortium of schools;

- Teacher Training project of Eastern Connecticut State College and Windham Regional Vocational-Technical School;

- Center for Vocational Arts at Norwalk.

Details concerning these projects are available from the advisory council.

The report concludes with an analysis of the response of the Connecticut State Department of Education to the recommendations of the Council's FY 1977 report.

DELAWARE

The ninth annual evaluation report of the Delaware Advisory Council on Career and Vocational Education begins with a summary of the positive accomplishments of vocational education during FY 1978. Improvement is noted in the areas of job and career counseling and placement. There is active participation in the establishment of goals and objectives in the planning process on the part of business, industry, labor, and the lay public. The advisory council assisted in the development and refining of the final plan. The State Planning Council also realized valuable service from the community at large in the CETA programs. Coordination is achieved by the State Director of Vocational Education who serves as the chairman of the State Manpower Planning Council. The Director also serves as the chairman of SOICC. SACVE participated in the development of an evaluation instrument for local vocational education programs. The joint role of the Advisory Council in vocational and career education is based on a definition of vocational education as an integral component of a total career education system.

The program 70001, Ltd., initiated in Delaware 10 years ago, has become a national program of job placement and vocational training, extending to preparation for the General Equivalency Diploma and Adult Basic Education, if necessary for dropouts. It is cosponsored in Delaware by DPI and CETA. During 1978 it turned more than 2,516 active and potential welfare recipients into participating taxpayers through employment. The program returned more in tax revenue in 1978 than it cost to operate.

The second section of the report includes recommendations with supporting comments. These are given in some detail and are summarized below.

- The State Occupational Information Coordinating Committee should concentrate effort on development of the Manpower Information System initiated in the state. It does not seem the time to introduce new feasibility studies, different methodologies, or new approaches.

- The Governor and the General Assembly should honor the budget requests of the State Board of Education to provide matching funds for Federal grants for guidance, placement, and followup coordinators and for school-based and employer-based cooperative work experience programs.

- The State Board and the Department of Public Instruction should revise certain practices regarding the approval of occupational-vocational units. These are

related to establishment of objectives, competency of teachers, functions of advisory committees, activities of student organizations and budget.

- The Department of Public Instruction should require preservice and inservice training for administrators, program managers, teachers, and advisory committee members as a prerequisite to approval of a program; and should provide such training through workshops conducted by them in the local school districts;

- The State Board of Education should maintain and exercise an element of control over operational funds (Division II) in excess of regular allowance, until assurances are verified that expenditures match program needs;

- The Department of Public Instruction should intensify its leadership role in implementing State Board policy on student organizations. To do this, they must recognize the multiple roles adopted by the supervisory staff of the Vocational Education Division.

The Department of Public Instruction should institute or assist in the following activities to improve sex equity in vocational education programs:

Encourage all vocational centers and other schools with self-contained shops to address, seriously, the problem of restroom and change area facilities made available to both sexes;

Examine certification requirements in regard to appropriateness of training on sex equity for vocational personnel;

Require career guidance, placement, and followup counselors to develop and use counseling procedures which will aid students in understanding and explaining nontraditional opportunities;

Assist local schools in the development of an employer information program to encourage employment of students and graduates in nontraditional roles;

Encourage local districts to hire more equitably in administrative positions;

Require that data collection and dissemination include statistics on sex as well as race;

Continue Educational Resources Association as a priority and encourage wider use by local school districts since this service provides nontraditional role models for panels and speakers;

Institute inservice programs for all people in education on sex equity.

The report concludes with the response of the Department of Public Instruction to the FY 1977 recommendations.

DISTRICT OF COLUMBIA

The ninth annual evaluation report of the District of Columbia Advisory Council on Vocational Education is organized in ten chapters.

Chapter I comments briefly on the accountability report and notes that future reports should indicate progress made towards the goals of the annual and five-year State plans.

Chapter II reviews evaluations conducted by the office of the State director of vocational education, in May 1978, of 118 courses. The Council commends the office of the State director for vocational education for its initial accountability report which includes percentage ratings by program category resulting from the evaluations.

Chapter III displays the projected and actual expenditures for vocational education in FY 1978. The Council notes that its analysis of the distribution of Federal funds is inconclusive because of insufficient time since receiving the accountability report. The 14-step sequence of steps in the D.C. budgetary process between Budget Call and Presidential approval or veto is outlined. Recommendations are included relating to: programmatic needs assessment; support staff vacancies; procurement of grant funds; inservice training for teachers, counselors, and administrators; allocation for nonpersonnel expenditures; operating budget for equipment and repair; and exemption from indirect costs for the office of SDVE.

Chapter IV notes the omission of employment needs data from the five-year State plan and consequent difficulty in complying with the Federal mandate to identify the manpower needs of the District of Columbia. Concerning the extent to which there is coordination of effort between vocational education and other agencies to meet manpower needs, the Council reports that while the mechanism for a comprehensive system for coordination does exist, the extent to which the interrelated factors actually reflect comprehensive program development is questionable.

Chapter V states that because of close submission dates the DCACVE is unable to comment on the third annual Manpower Services Planning Advisory Council report at this time.

Chapter VI includes Council recommendations for improvement in D.C. vocational education programs, services, and activities. These are based on DCACVE visits to 9 career centers and interviews with their principals; and on meetings and conversations with SDVE officials. The recommendations are that:

- The D.C. Board of Education request the regional superintendents to urge the cooperation of their

junior and senior high school principals in supplying enrollment data to the supervising directors.

- The D.C. Board of Education encourage coordination between the office of the SDVE and the special education unit to ensure a quality vocational program for handicapped pupils.

- The D.C. Board of Education infuse the EBCE concept into the D.C. public schools curriculum.

- The D.C. Board of Education ensure that the operation of vocational youth organizations is consistent with the provisions of the FY 1978 state plan.

- The D.C. Board of Education commend the office of SDVE and the D.C. department of corrections for their cooperative spirit in the Lorton vocational education program.

- The D.C. Board of Education urge greater cooperation among all administrative units.

- The D.C. Board of Education monetarily and verbally support the formation and continuation of the management information system as envisioned by the career counseling unit for documentation of student placement and completer followup.

- The D.C. Board of Education request the office of the SDVE to formulate a solar energy course for inclusion in the vocational curriculum.

- The D.C. Board of Education seek ways to heighten the caliber and amount of publicity given to vocational education.

- The D.C. Board of Education urge that all units which directly impact on vocational education maintain close and frequent lines of communications.

- The D.C. Board of Education ensure that vocational education curricula and course offerings be based on local labor market projections to facilitate student employability; and that the Board encourage the office of the SDVE to improve and expand relations with business, industry, trade, professional,

and government community to increase on-the-job training opportunities.

- The D.C. Board of Education continue support of the highly commendable program in distributive education.

- The D.C. Board of Education urge the office of the SDVE to expeditiously supply the research coordinating unit with appropriate administrative support staff.

Chapter VII refers to material in appendix A on the implementation of Council recommendations of FY 1977 and states that in view of the vocational education budgetary austerity, DCACVE is satisfied that its recommendations have received every possible consideration.

Chapters VIII, IX, and X report: Council acitivities related to LACs; progress report on DCOICC; and future Council priorities.

FLORIDA

Florida's nine-part 1978 Annual Evaluation Report follows federal guidelines established for all state advisory councils and expands upon areas previously evaluated by the Council. For example, this year's report comments on the status of local advisory councils, the status of the state occupational information coordinating committee, and the reports of the State Manpower Services Council.

In general, the 1978 report notes a strong statewide effort being made in Florida to develop high quality vocational education programs. Among the activities drawing Council praise were:

- Florida's system of following up on school district and community college vocational completers;
- a well-established state occupational information coordinating committee;
- technical assistance provided local education agencies by state Department of Education staff;
- attempts made by local community colleges and school districts to more actively involve their local advisory committees.

The nine Council recommendations listed in the report deal primarily with state vocational plans, state evaluation of vocational programs and projects, local advisory committees, and state funding of supplementary vocational courses. Improvements suggested by the Council are aimed mainly at strengthening and supporting existing local and state vocational activities.

Recommendations relating to state plans call for the Department of Education to review and possibly revise four things in the five-year and annual state plans:

- labor supply projections;
- goals and objectives dealing with disadvantaged and handicapped students;
- formulae used to determine Federal funding entitlement of counties;
- criteria and procedures used to determine the amount of Federal funds flowing to state universities.

Two other recommendations are addressed to Council concerns about state evaluation of vocational programs and projects. Pointing to Congressional intent as displayed in Federal law and regulations, the Council recommended:

- state evaluation procedures be expanded to more adequately gather the type of data identified in Federal regulations;

- the state establish systematic procedures to gather, analyze, and distribute state evaluation results.

Results of a statewide survey of randomly selected local vocational advisory committee members formed the basis for two FSAC recommendations. The survey findings suggest that though local committee members tend to rate their committees as being effective, the committees are generally not performing many advisory activities relating to planning, implementation, and evaluation of local vocational programs. Thus the Council recommended:

- steps be taken to increase the participation of local advisory groups;

- local education personnel seek ways to improve communication with these groups.

The ninth and last FSAC recommendation is concerned with the need for supplementary vocational courses to continue to be considered as an important part of the state's vocational education program and be funded at an appropriate level. This recommendation reinforces a Council position statement issued earlier in the year which related to state legislation designed to reduce state level funding support for certain supplemental courses.

GEORGIA

The covering letter for the ninth annual evaluation report of the Georgia State Advisory Council on Vocactional Education indicates that the Council has summarized its evaluation activities and related recommendations. Copies of two separate reports are also included and are to be considered an integral part of the ninth annual report. These are: Status of Local Advisory Committee System of Georgia, and Study of Secondary and Post-Secondary Articulation in Georgia.

The Council conducted as a special project, an independent evaluation of Special Needs programs covering secondary and post-secondary disadvantaged and handicapped, the Limited English Speaking Ability program, and VOCA, a youth organization at the secondary level for the disadvantaged and the handicapped. Data obtained from officials in various agencies covered philosophy, goals, objectives, funding, administrative responsibility, certification, expansion of programs, cooperation with special education, and architectural accessibility. Program effectiveness was assessed at the local level by site visitations. Forty employers were interviewed to assess job opportunities. Results produced eleven Council recommendations which are given in a later section of this summary.

The Council comments on the FY 1979 Allocation Plan for Federal Vocational Education Funds and finds it basically sound with the following exceptions: more than the minimum $50,000 will be needed for full time sex equity personnel; some Federal funds should be allocated for support services for women being trained in non-traditional roles; additional Federal allotments for postsecondary short term courses; increased funds for equipment replacement; and specific allocations for energy education programs.

A special study of the Status of Local Advisory Committee System in Georgia led to a published report, which is summarized in the ninth annual evaluation report. A SACVE committee conducted a questionnaire and interview survey to determine the effectiveness and methods of operation of LACs. Their findings showed increasing use of LACs with a wide range of effectiveness. Two Council recommendations refer to preservice and inservice development programs for teachers and administrators in the utilization of advisory committees; and induced advisory committee activity with a minimum of four meetings a year.

The Council sponsored an Impact Conference to consider the increasing industrialization of the State which has produced a work force which is currently 97% industrial and 3% agricultural.

Keynoted by the Governor, the conference attracted 150 participants representing business, industry, labor, education, the professions, special needs, community groups, and private citizens. Emphasis was on the maximum utilization of vocational education in such programs as Quick Start to meet the opportunities afforded by new and expanding industries.

The annual report includes a summary of a special Council project published under the title: Study of Secondary/Post-Secondary Articulation in Georgia. Findings of a questionnaire and interview survey of vocational education at both levels revealed the following: the degree of articulation is inadequate; primary responsibility for establishment of an effective system of articulation is at the State level; barriers to the establishment of an effective system of articulation include lack of understanding and conflict of attitudes, different local boards, lack of time, and lack of money.

An account is given of a public hearing sponsored jointly by SACVE and the State Department of Education to solicit input for the Fiscal 1979 annual plan.

The Council comments on the response of the State Board to the recommendations of the eighth annual report and gives an update on the development of an evaluation instrument for every vocational program, service, and activity within the State.

The report lists five goals of the annual program plan for vocational education for Fiscal Year 1978 and states briefly how the State Board of Education plans to meet these goals. There is no evaluation of the effectiveness with which this was done.

Council states that the Georgia Occupational Information Coordinating Committee is organized and functioning and that Federal funding has begun.

The report concludes with comments on the activities and reports of the Georgia Employment and Training Council for Fiscal Year 1977.

The SACVE recommendations to the State Board of Education for Fiscal Year 1979 are as follows:

- That the staff structure of the Special Needs Unit within the Department of Education be evaluated and restructured to handle programs and additional responsibilities mandated to the office by Public Laws 94-482 and 94-142;

- That a more effective medium of communication within the State Department of Education concerning the budget be implemented.

- That efforts be made to establish more equitable ways of funding programs for the handicapped and disadvantaged.

- That the Department of Education encourage local boards and school systems to focus additional attention to (a) identifying the handicapped and the disadvantaged in the state in need of vocational education and to (b) assuming more responsibility for establishing vocational education programs for the handicapped and disadvantaged, and to (c) providing leadership in program development.

- That the Department of Education encourage school districts to combine efforts to increase the effectiveness of the limited available resources and to record and evaluate the extent to which progress is achieved in serving the educational needs of these persons.

- That efforts be made to coordinate the educational system within the State and Federal programs already designed to aid the disadvantaged and the handicapped.

- That the Department of Education provide the coordination of placement programs for the disadvantaged and handicapped. (Serious problems exist and a plan should be developed to solve job market problems.)

- That the Special Needs Unit implement Limited English Speaking Ability (LESA) and meet the needs, interests, and abilities of non-English speaking students and adults through bilingual programs.

- That the State Board of Education establish a timetable and allocate funds for the removal of architectural barriers so that handicapped persons can have equal access to school buildings, especially in those school districts seeking vocational and technical education program approval and reimbursement.

- That the Department of Education encourage local school systems to acquaint dropouts, handicapped persons, and disadvantaged persons with vocational education opportunities by these schools.

- That the State Board instruct the Special Needs Unit to monitor the twenty-three area technical schools to prevent diversity of purpose and to see that they comply with the law.

- That in both preservice and inservice staff development programs greater attention be given to orienting teachers and administrators in the concept, development, use, and purpose of local advisory committees and that educators then convey this information to the committee membership beginning with the initial meeting.

- That local educators operate local advisory committees at a level of activity sufficient to accomplish those purposes as outlined in the legislation with a minimum of four meetings per year.

GUAM

The Guam Advisory Council on Vocational Education states that its ninth annual evaluation report is somewhat limited in scope because the educational system is in transition from the Department of Education and other agencies to the new Community College. The Council finds that cross-representation among the Advisory Council, the Manpower Service Council and the Guam Community College affords opportunities for each agency to be of service to the other for the educational good of the citizens of Guam. The report cites significant linkages between Guam Community College and nine agencies or sectors.

A review of available data concerning projected employment trends on the island indicates an increase in tourism with related increases in hotel and restaurant industries and in retail and wholesale trade. Increase is also anticipated in skilled labor in the construction industry. Coordinated planning to meet these needs is commended but the Council notes that a higher degree of systematic planning is needed for the annual plan for the administration of vocational education.

The Council reviewed the FY 1977 report of the State Manpower Services Council and found it to be a comprehensive document that adequately details the priorities, programs, and results of the year's activities.

Consultation with the Director of the Agency for Human Resources Development and with the Manpower Specialist for the Manpower Services Council and review of existing data seem to show that to a large degree the employment and training needs of Guam are being met in a coordinated, integrated, and consistent manner.

The report includes a review of the action taken on the recommendations of the FY 1977 annual report and makes the following recommendations for the coming year.

- That the Guam Community College sponsor and host a series of orientation meetings for all agencies that have any linkages whatsoever with the Community College.
- That the Guam Community College develop an Industry-Training Committee for the identification of new industry on the island.
- Accurate planning data must be developed and identified for the Guam Community College to logically prepare for the training needs of the citizens of the island.

- Vocational Guidance functions at the high schools need to be reviewed.

- Future territorial plans, including each annual plan, should state all objectives in behavioral terms and should outline all activities in ways that will be easier to monitor and measure progress.

- The Vocational Education and Employment and Training Needs of Guam must represent a consistent, integrated and coordinated approach to meeting these needs.

- The Annual Territorial Plan for Vocational Education must become a planning document and not a Federal compliance document.

HAWAII

The ninth annual evaluation report of the Hawaii State Advisory Council on Vocational Education is prefaced by the following detailed statement of recommendations.

The Council recommends that:

- The State Board for Vocational Education request the University of Hawaii to:

  - Strengthen and improve the program/course planning process and the early warning system to bring about more coordination in community college offerings.

  - Consider centralizing institutional research for the community colleges in one unit and recruit or assign the required staff to carry out needed studies and surveys on behalf of all the community colleges.

  - Develop a mechanism or guidelines for the implementation and growth of courses/programs/facilities related to aquaculture which would coordinate such activities within the University of Hawaii system and between the University system and other possible training programs.

  - Cosponsor with the State Advisory Council on Vocational Education and the State Manpower Services Council a workshop for community college personnel which explains and clarifies the most recent CETA legislation and regulations.

  - Plan and implement short-term training which complements the programs offered by CETA prime sponsors and meets a need for trained workers.

- The State Board for Vocational Education request the Office of Tourism of the Department of Planning and Economic Development to establish a Statewide hospitality education and training advisory body composed of appropriate representatives from labor, management, government, and the various sectors of the tourist industry.

The Council recommends that:

- The State Board for Vocational Education request the Department of Education and the University of Hawaii to:

- Coordinate information on its handicapped students with the case management and followup information of the Division of Vocational Rehabilitation and the Department of Education.

NEEDS OF RURAL, ISOLATED SCHOOLS

The Council recommends that:

- The State Board for Vocational Education request the Department of Education to:

  - Improve and expand career guidance in rural high schools so that it becomes a vital part of each school's program.

  - Develop individualized career plans for students in rural high schools to assist them with educational, training, and employment decisions.

  - Encourage school counselors in rural schools to update and improve their skills and generally become more familiar with career guidance.

  - Develop a Statewide long range plan for the maintenance and replacement of equipment, based on a consolidation of individual school and district plans.

  - Study the feasibility of adding staff or reorganizing the responsibilities of existing staff to initiate or augment career guidance and cooperative education activities in rural high schools.

  - Consider multicraft complexes and mobile units when planning vocational education facilities for rural high schools.

  - Establish more on-the-job training, cooperative education, work study, career exploration, and other linkages with the world of work in vocational education programs in rural high schools.

  - Encourage greater utilization of the Youth Employment Demonstration Programs under CETA by rural high schools.

- The State Board for Vocational Education request the University of Hawaii to offer more courses in vocational

guidance for counselors and teachers, including field experience working in a variety of occupational areas.

The Council conducted a needs assessment, focusing on: the vocational education needs of small, isolated, and rural schools; the employment and training needs of Hawaii's tourist and agricultural industries; and the level of coordination among vocational and other employment training programs. The results are reflected in the Council recommendations.

With respect to vocational educational evaluation, the Council describes the accountability report and evaluation requirements and provides a progress report on evaluation activities to date, with comments on problems that have arisen.

Council believes that the types of information required by the Federal legislation are potentially valuable to planners. The difficulty arises when their costs are considered - cost in terms of funds, time, and personnel. Any administrative expenses involved in planning and evaluation decreases funding available for actual operation of programs and services. The following instances are illustrative.

- The comparison of costs between vocational education and non-vocational education programs cannot be done with the fiscal data presently available.
- Program monitoring by the State Department of Education is at present in descriptive rather than quantifiable terms, which makes year-to-year measures of progress impossible.
- Members of the Council have not had the opportunity to monitor the community colleges program review.

In evaluating student achievement, criterion-referenced tests would be feasible only if most vocational courses had competency-based curricula, a situation which at present is not true of Hawaii. The new Federal requirement to survey leavers and employers of vocational education students will necessitate a substantial increase in the amount of resources needed to conduct future followup studies.

Although the accountability report will not be available until June 1979, the Council makes some observations based on the FY 1978 Annual Descriptive Report. The Council is concerned that DOE's Consumer and Homemaking Program shows 43 percent of funds unobligated and that

the University of Hawaii's Research and Guidance and Counseling Programs show 35 percent of funds unobligated. Council believes that the decline in adult enrollment at community colleges should be a matter of concern to administrators. Council advises that DOE and University of Hawaii continue their efforts to establish more clearly the responsibilities of each with regard to disadvantaged students needing remedial services and that attention should be given to the declining enrollment of the handicapped at the junior college level.

Appendix A summarizes the accomplishment by objectives of the FY 1978 Annual State Plan in terms of outcomes sought and achieved.

IDAHO

Part I of the ninth annual evaluation report of the Idaho State Advisory Council on Vocational Education covers Council activities during FY 1978. In addition to quarterly Council meetings and meetings of Council communities with the State Board, the Governor, and the legislature these included: technical assistance to LACs; public hearings; coordination with the Manpower Services Council; vocational program monitoring; promotion of increased State funding for vocational education; and development and distribution of the concept film, "Idaho - The Quality Life".

Part II lists the following seven recommendations, each with an accompanying rationale.

- The State Advisory Council recommends that the State Board for Vocational Education continue its strong support for Vocational Education and seek legislative approval for an expanded Vocational Education budget as recommended by the State Division of Vocational Education.

- The State Advisory Council recommends to the State Board for Vocational Education that articulation between Secondary and Postsecondary Vocational Programs be studied and that a plan be developed to provide better articulation between Secondary and Postsecondary Vocational Programs within the State.

- The State Advisory Council recommends that the State Board for Vocational Education support the establishment of a long range plan for Vocational Education in Idaho's secondary schools to include specific goals and objective statements with a time line for their accomplishment.

- The State Advisory Council recommends that the State Board through the Division of Vocational Education continue to emphasize the enrollment of all target groups into quality Vocational Education Programs.

- The State Advisory Council recommends that the State Board for Vocational Education authorize a study of the current utilization of vocational facilities and equipment at the postsecondary vocational level.

- The State Advisory Council recommends to the State Board for Vocational Education that a survey be conducted to determine employer, parent, and student satisfaction with vocational education at the secondary and postsecondary levels.

- The State Advisory Council recommends to the State Board for Vocational Education that the Division of Vocational Education begin to develop minimum skill standards for each Vocational Education Program at the secondary and postsecondary levels.

Part III reviews the consideration given by the State Board to the FY 1977 Council recommendations.

Part IV describes briefly Council involvement with the planning process for the five-year and annual State plans and notes a need for clearer and more specific objectives and description of activities which will be undertaken to reach the state goals.

Part V states that SACVE members participated as monitors during the State Division's evaluations of one-fifth of the State's secondary vocational programs and two of the State's postsecondary schools. Council findings are listed which refer to the evaluation process. It is anticipated that next year's report will include results of the evaluation. This is especially emphasized with respect to the long range goals of the sex equity coordinator.

Part VI outlines priorities for approving LEA applications for the use of Federal funds. SACVE states that it will review in next year's report the information it expects to get from the FY 1978 accountability report. This will become available in June 1979.

Part VII states that the Department of Employment will, insofar as possible, make available occupational information regarding prospects of employment locally and elsewhere. Cooperative agreements exist between the State Division of Vocational Education and CETA and between DVE and the Division of Vocational Rehabilitation. SACVE believes that there should be further coordination between vocational education and manpower services training programs.

Part VIII describes the present functions of the State Employment and Training Council (SETAC). This council combines the functions of the Manpower Planning Council and the State Manpower Services Council.

Part IX summarizes past SACVE recommendations from 1974 to the present and indicates action taken by the State Board for Vocational Education.

ILLINOIS

The ninth annual evaluation report of the Illinois Advisory Council on Adult, Vocational, and Technical Education includes the following recommendations, organized under four program areas.

The State Board of Education should:

Career Education

Review current ongoing activities and initiatives to determine the feasibility of consolidating these efforts under the umbrella of Career Education which would then be included in the agency's application for Federal Career Education resources and in its request for State appropriations for Career Education.

Adult Education

Review operational policy and procedures to determine if The School Code is in conformance with Article X of the Illinois Constitution,... "education in public schools through the secondary level shall be free" ..., and, if needed, seek legislative changes in The School Code.

Review past Adult Education efforts and present for legislative and gubernatorial approval a new statute that can be supported by all concerned groups.

Vocational and Technical Education

Seek legislative and gubernatorial approval of a comprehensive statute for Vocational Education which would consolidate current School Code provisions.

Seek legislative and gubernatorial approval (by statute) for a foundation level of support for Vocational and Technical Education, as well as other contemporary provisions, e.g., placement services, area planning and program operation, work-education councils, local advisory committees, etc.

Continue its exemplary budgetary support for Vocational and Technical Education by seeking further equitable State funding.

Recognize its role as the State Board of Vocational Education and its potential through the administration of the State's Adult, Vocational

and Technical Education program to impact upon the State's economy, to continue its planned efforts of the coming year to become more aware of and involved in Vocational Education.

Continue to be aware of and sensitive to servicing the needs of local educational agencies that have growth patterns for program enrollments when considering the staffing patterns for the Illinois Office of Education and the Department of Adult, Vocational and Technical Education.

Continue its support of staff's efforts to develop and operate an effective data collection and dissemination system to be utilized in State and local level planning and decision-making.

General

Strengthen efforts to meet the needs, interests and abilities of limited English-speaking students and adults.

Adopt a resolution urging the Governor to include State Board staff in the development of social and economic plans and programs by the Governor and the agencies and departments under his control.

Enrollment data for FY 1978 are given by program and by educational level. Results show a slight decline at the secondary level and an increase at the postsecondary. Total enrollments and completions fell slightly below the numbers set in the State plan goals. Goals were, however, exceeded for adults and for students with special needs who are handicapped or disadvantaged.

A breakdown of funding data for vocational-technical education shows that local districts paid the preponderant share of the costs, 89.7 percent. While the State received more Federal funds in FY 1978 than in the past, the amount available for programs was less.

The process used in developing the five-year and annual State plan is described, together with a description of the categories of persons participating. The Council comments that the result is indeed a superior planning document which can be read easily and understood.

The report states that during FY 1978 the DAVTE evaluated 153 local programs, approximately one-fifth (19.95%) of the total number. Commenting on the results, the Council notes that placement services for students, dropouts and school leavers, and graduates were, in many cases, informal, limited, or nonexistent.

The report describes in some detail the relationships between the Comprehensive Training Section of the State Department of Adult, Vocational, and Technical Education and CETA clients. There has been maximum coordination between Illinois Office of Education/ DAVTE, prime sponsors, and LEAs. Three members of the Illinois SACVE serve on the Illinois Employment and Training Council. Although the advisory council has seen drafts of sections of the annual report of the IETC, it has not been possible formally to review, evaluate, and comment on all aspects. It has been pointed out, however, that sections on affirmative action and equal employment opportunity are not as all inclusive as they could or should have been.

The Council considers in its ninth annual report the question of a coordinated approach to meeting the training and employment needs in Illinois. The Council believes that much of the difficulty in achieving coordination stems from the myriad of legislation, rules and regulations coming out of Washington, D.C. and introducing confusion to the extent that Federal sources cannot agree among themselves on definitions. In spite of governmental and institutional roadblocks to coordinated service delivery, the Council believes that progress is being made in Illinois. One major drawback is still the lack of a common acceptable data base on which to establish planning and evaluation activities. IOICC is still not fully operative.

A section of the report gives the SBE response to nine of the twenty-four Council recommendations in the FY 1977 report. SACVE reaction is noted.

A final section is devoted to data covering Illinois participation in Federal adult education programs.

INDIANA

The ninth annual evaluation report of the Indiana Advisory Council on Vocational Education begins with a tabulation of Council activities during FY 1978 and an agenda summary of each of the nine Council meetings.

Comments follow on the restriction of funds for the disadvantaged and handicapped to meeting excess costs. It is the opinion of the Council that this acts as a deterrent to the development of a sound overall vocational education program at the local level. Other comments reflect the following conclusions:

- There is need for improved communication between vocational education personnel and local business and industry.
- Local program personnel do not seem to give priority to the elimination of sex bias and sex role stereotyping.
- In many cases Federal regulations appear to act as major deterrents to efficient interagency cooperation at the operational level.
- School vocational counselors need more information and training about careers and occupations.
- The report of the Indiana Office of Manpower Development (CETA programs) should contain more followup data.

Conclusions from the public hearing on vocational education reinforced the need for expansion of vocational education at all levels; the increase of cooperative and apprenticeship programs; the greater utilization of local advisory committees; and greater flexibility in vocational education programs to respond to community needs.

A special section of the report is addressed to the State director of vocational education and includes comments presented to stimulate and assist State plan development.

The Council recommendations to the State Board of Vocational and Technical Education include the following:

- The Council recommends secondary State funding of vocational education, including weighted factors for special programs and for transportation.
- The Council recommends wide distribution of the program priorities and administrative goals of the FY 1979 State plan.

- The Council requests final or interim progress reports of studies funded by the State Board in areas related to vocational education.

The report includes enrollment data in vocational education by program and by educational level.

Special reports funded or prepared by Council include:

- Instruments and Procedures for Evaluating and Assessing the Status of Vocational Education Facilities.
- How Indiana Ranks Educationally Among the 50 States.
- Jobs for You in Indiana.

IOWA

The ninth annual evaluation report of the Iowa Advisory Council on Vocational Education is organized into two parts. Part I, A Review of Vocational Education Operations, comments briefly on each of the stated requirements as given in the Federal Register for Public Law 94-482.

The Council notes that because of some data flow problems it was not possible to include in the report some of the evaluations called for. The annual report of the Department of Public Instruction was not available until December 32, 1978. Consequently SACVE could not evaluate the effectiveness of programs, services, and activities during FY 1978 in meeting program goals set forth in the State plan. The DPI accountability report was not scheduled to be available until much later in the year. This made it impossible for the Council to review the analysis of the distribution of Federal funds within the State.

There was participation by some Council members in one school visitation conducted by DPI. SACVE considers that the on-site suggestions and comments of DPI visitors to program instructors were open and to the point but that the written report lacked this openness and the written recommendations were deficient in uniformity and depth. A State project devoted to a study of employer satisfaction is in progress but results will not be available until March 1, 1979.

The Council feels that the information presented in the State plan reflects a consistent and integrated approach to assessing the vocational education needs of the people of Iowa. The accountability report, which is not yet available, will show the extent to which these needs are being met.

SACVE reviewed the reports of the State Manpower Services Council and determined that the Governor's discretionary vocational funds were being spent on the specified target populations and that CETA project recipients had been selected on the basis of merit.

Part II, Funding Vocational Education in Iowa, addresses the philosophical orientation to budget building in current use by the Department of Public Instruction. Special attention is given to the development of area school budgets and to secondary vocational education funding. The Council found that for secondary funding there is currently very little usable program cost data. Only salary and travel expenses are reported to DPI. Jointly administered programs operated by area schools provided more information and indicated the variation in cost among different vocational programs. The use of a uniform accounting

system across fifteen area schools facilitated the examination of postsecondary funding. Budget procedures in this area seem to be susceptible to producing inequitable distribution of funds. The Council developed a different approach based on per Full-Time Equivalent Enrollment.

Recommendations in the ninth annual evaluation report refer to both Part I and Part II and are as follows:

- The Council is of the belief that the State Plan should contain a listing of statewide, overall measurable goals to be achieved during the one-year and five-year periods of the Plan. These goals should address critical issues within Iowa. One statewide policy issue that should be addressed relates to the breadth of vocational program offerings at the secondary level. We urge that the plan should include the following overall state policy: By 1982 all secondary school districts shall make available no less than five wage-earning preparatory vocational programs for their students.

- Part I of the State Plan contains in Appendix C the forms which are required by the Department to be used for planning and reporting of local and area school vocational activities. The planning form used by the Department is identified as the CE-6. The language in this form should be amended in such a manner that local schools will identify the methods by which they plan to provide for the five wage-earning preparatory programs for their students.

- We find in Part II that goal statements (which are identified as objectives) are presented in narrative form. We also find specific objectives presented in tabular form following each goal statement. We suggest that each group of narrative goal statments be referenced to the tabular objectives in the Plan. We believe this change will enhance the use of the Plan by the practitioners in the State.

- Within Part I of the FY 1978 State Plan is a statement assuring that public hearings have been conducted on the State Plan. In 1978 the public hearings on the State Plan were conducted before the process of amending of the State Plan was undertaken. This action is commendable. We recommend that this trend of beginning work on the State Plan earlier continue. We suggest that the State Plan amending effort continue to be advanced to the extent necessary so that the approved State Plan is received from the Office of Education in advance of July 1 of each fiscal year. We believe that this will enhance the use of this document as a management tool.

- The State Department staff has expended considerable effort by providing the opportunity for citizen input in the State Plan by conducting five public hearings annually during the past two years. This shows evidence of sincerity in complying with the provisions of P.L. 94-482. We do believe that the procedures used for conducting the public hearings should be improved. We suggest that news releases of future public hearings be written in a manner that will motivate greater participation of the general public, including business, industry, agriculture and labor. Each vocational instructor should be notified of the public hearing and asked to bring at least one member of his advisory committee to the hearing. Copies of the State Plan should be distributed for study prior to the public hearings. The Department should also distribute with the study copies of the State Plan a listing of critical issues that the Department is considering for change within the State Plan. We believe these strategies will contribute to greater participation of the general public.

- Within Part II of the Plan, table 17, page 84, terminology is used which suggests that all persons with limited English speaking ability will be provided remedial instruction. The term remedial, in education circles, suggests the student has some learning disability which requires special instructional methods to compensate for some deficiency. The lack of ability to communicate in the English language

does not necessarily suggest that the individual is suffering from some type of learning disability. We suggest the language in the Plan be changed to reflect that the instructors will be trained to teach students vocational skills in the native tongue of the individual as well as concurrently providing instruction to the students in English as a second language.

- Within Part II of the State Plan, table 17, page 84, data are presented on the number of individuals within the state's population that have limited English-speaking ability. It is our understanding that statewide data collection on those with limited English-speaking ability usually results in the identification of those persons with Spanish or Asian surnames. Not all Spanish or Asian surnamed persons have limited English-speaking abilities. If you are using data based on surname identification, we suggest the completion of a survey of the population to ascertain the actual number of persons with limited English-speaking abilities.

- The Council recommends that the State Board request the State Manpower Council to specify how these monies are going to be expended. Should the State Manpower Council agree to such specification, this should also be reflected in the State Plan for Vocational Education.

- The Council recommends that the Department of Public Instruction adopt an evaluation format similar to that suggested in the Federal Register, section 104.401 and 104.402. The evaluation process should be applied to vocational programs in a uniform manner with each program receiving comparable treatment.

- The Council recommends that additional funds be made available to secondary schools to replace equipment in existing programs that has become worn beyond repair or obsolete as authorized in SF 2125.

- The Council recommends that the Department of Public Instruction seek an amendment to section 258.5 of the Iowa Code to allow the full reimbursement of new vocational programs. Until the preceding is achieved, the Department of Public Instruction should reimburse fifty percent of the total cost of new secondary vocational programs as authorized in section 258.5 of the Iowa Code.

- The Council recommends that adequate general aid be sought to support the arts and science programs and that other education functions receive an equitable amount of general aid based on their Full-Time Equivalent Enrollment generation.

KANSAS

The ninth annual evaluation report of the Kansas State Advisory Council for Vocational Education begins with an evaluation of progress toward accomplishing program goals set forth in the five-year State Plan and the annual program plan. The Council commends the State Board of Education for the development of a planning process that incorporates an accountability system.

The Council finds that the goal for State administration, "to provide staff for the administration of vocational education pursuant to P.L. 94-482" was generally achieved. Exceptions included employment of technical staff in the area of guidance and counseling, and employment of staff for program management for disadvantaged and handicapped persons. Also, implementation of the Research Coordinating Unit was substantially delayed. It appears that a significant problem exists in employment practices established under State civil service.

- It is recommended that the State Board of Education initiate contacts with the State Personnel Office to make necessary adjustments in policies so that specific job descriptions are recognized when providing a list of eligible candidates.

The purpose of the Research Coordinating Unit is to coordinate the identification of exemplary programs for vocational education within the State and nationwide and to recommend the application of proven experimental solutions. A review of the accountability chart for exemplary and innovative programs yields evidence that many of the State goals were not accomplished.

- It is recommended that the State Board of Education review the role of the Research Coordinating Unit and establish it as a working entity rather than a figurehead designed to comply with Federal requirements.

The Council has discerned that there are serious problems in the area of guidance and counseling. A review of the accountability chart for activities in this area shows virtually no progress in reaching stated objectives.

- It is recommended that the State Board of Education not only seek to expedite the employment of a specialist for guidance and counseling but that they analyze carefully the personnel requirements implied in written State Plan objectives in the future so that delays in the employment of appropriate personnel do not continually abort programs.

A review of the State Plan section on personnel development reveals that only a portion of the numerous objectives have been accomplished.

- It is recommended that the State Board of Education initiate activities in cooperation with teacher education institutions to remedy existing teacher shortage.

It is quite apparent that the State's employment process has not been able to accommodate the requirements for meeting goals in the area of elimination of sex bias. This problem relates to legislative funding and State employment practices.

A review of the overall statement of goals and objectives indicates serious question as to how effective the State Plan is in guiding the management of vocational education.

- It is recommended that the State Board of Education give consideration to written identification of the expectations it has from personnel in the State Department of Education. It is further recommended that better linkage be established among all personnel who have a function related to vocation education. It is imperative that individual job descriptions match the collective intent of agency operations as a whole.

Chapter Two of the report gives a review of the State Evaluation of Vocational Education. The evaluation process for area vocational-technical schools in Kansas is described. This process culminates in a visiting team report. The Council reviewed in detail all evaluations completed to date and summarized strengths and weaknesses reported under nine headings. Analysis of the results including comments of SACVE members who served as observers for the visiting team assessment produced the following recommendations:

- It is recommended that the SBE provide leadership for the in-service activities targeting the following areas: the role and function of learning resource centers and learning skills centers; methods of individualizing instruction; placement and followup systems; and effective utilization of LACs.

- It is recommended that a statewide space utilization study be conducted.

- It is recommended that existing facilities be evaluated for their capacity to serve the needs of handicapped persons.

- It is recommended that the SBE encourage area vocational-technical school personnel to work closely with business, industry, and professional people to develop evaluation criteria and processes for an annual report for each program.

- It is recommended that increased priority be given to defining guidance function in local schools.

- It is recommended that the SBE encourage personnel in local institutions to give special emphasis to safety in instructional content as well as in the environment in which the students learn.

- It is recommended that the SBE encourage local institutions to develop and maintain a long range plan for equipment replacement.

- It is recommended that the SBE consider modifications of the evaluation process, such as:

  inclusion of a quantitative measure of program quality in addition to the narrative recommendations;

  provision of a more heterogeneous mix of educators, lay persons, business/industry people, vocational education graduates, and out-of-state personnel on visiting teams;

  reorganization in the SDE to facilitate better linkage of efforts that are derived as an outcome of evaluation.

The report concludes with a summary of testimony received at SACVE sponsored public meetings at sixteen locations.

The covering letter accompanying the FY 1978 report indicated that data were not yet available for three additional subject matter areas specified in the regulations for P.L. 94-482.

KENTUCKY

Chapter I of the ninth annual evaluation report of the Kentucky State Advisory Council on Vocational Education states that because of reorganization of administration and planning it is not possible to address specific accomplishments. The Council perceives, however, that progress has been made and cites enrollment data that show an overall increase from 250,903 to 264,480. Declines, however, are noted in agriculture, office, distribution, consumer and homemaking, and electrical. Although little progress has been made in Kentucky's campaign to remove sex bias from vocational education, the Council believes that the policy statement and action plan in the State plan are adequate to achieve this effect. A decrease was noted in the enrollments of the disadvantaged and of non-whites, but an increase in the enrollments of the handicapped. There was a sizeable increase in the number of students enrolled in cooperative education programs, although this still fell short of State Plan projections.

During FY 1978 a task force of the State Board of Education developed an evaluation instrument to eliminate overlapping and duplication of evaluation efforts. SACVE was represented on this task force by its executive director. A schedule has been developed for the evaluation of all reimbursed vocational programs by the end of FY 1982. Much of the evaluation information called for in this instrument will be available through the evaluation process of the Southern Association of Colleges and Schools.

Analysis of the funding of vocational education in Kentucky shows a total of $63,425,509 of which State/local funds were $52,799,282 and Federal $10,626,227. This shows that for every federal dollar in FY 1978 there was a state/local outlay of $4.98.

Council observes that financial summaries and the Kentucky five-year and annual State Plan provisions show no obvious discrepancy or deviation in the distribtuion of funds to eligible recipients.

The report states that the Council has, since its inception in 1969 attempted to make an assessment in its annual report of how well vocational education has met the manpower training needs of the people in preparing them for available jobs. But the situation continues to be that the nonavailability of reliable data reduces the effort to an educated guess. It is the hope of the Council that the new State Occupational Information Coordinating Committee will make adequate assessments possible.

SACVE reviewed the 1977 Annual Report of the Council for Manpower Services and concurs with the position CMS takes on CETA activities. SACVE also considered the 13 recommendations for refinement and

improvement of employment and training programs and singled out five for special commendation. These refer to: planning which has employment as its organizational focus; coordination and cooperation of SOICC with all user agencies; recognition that manpower and economic development planning are inseparable; consideration by prime sponsors of a career orientation program; and intensive cooperation of SACVE and CMS in order that vocational education and CETA programs achieve a sound working relationship.

The concluding chapters of the ninth annual evaluation report give a summary of Council activities for FY 1978; response of the Bureau of Vocational Education to recommendations made in previous reports; and the statement of seven recommendations for 1979 with a rationale for each. These recommendations are as follows:

- Concentrate upon establishing articulation within vocational education, then cooperate with other agencies to gain articulation agreements between vocational and higher education.

- Establish competitive starting salaries for vocational education personnel so that competent personnel in high-demand occupations can be hired and retained; establish financial incentives for the continuing education and professional development of vocational personnel.

- Develop and maintain standard equipment requirements and specifications for each vocational education program in Kentucky.

- Develop a system to compensate local school districts for vocational education program costs so that the districts will be able to support these programs without penalty.

- Revise the vocational education program structure so as to be more flexible and adaptable to local market needs.

- Give priority assistance and cooperation to the new Kentucky Occupational Information Coordinating Committee, and to the data-gathering efforts in the Bureau of Vocational Education.

- Increase efforts to inform the public and to promote the many advantages and opportunities of vocational educational programs, services, and activities.

LOUISIANA

The ninth annual evaluation report of the Louisiana State Advisory Council on Vocational Education begins with an analysis of the expenditures of Federal funds for 1977-1978. Conclusions resulting from this analysis include: the need for increased funding for displaced homemakers and for the handicapped at the postsecondary level; greater emphasis on funding for curriculum development; and funding for a pilot program in energy education.

The next section covers a summary of conclusions and recommendations resulting from a special study of vocational education for the handicapped. The Council reports: increased enrollment of the handicapped at the postsecondary level from 501 in 1977 to 708 in 1978; a need for inservice training in coping with the problems of the handicapped at the postsecondary level; a need for more counselors at the postsecondary level; and continuation of the coordination of services for the handicapped through the Division of Vocational Rehabilitation.

A second study summarized in the ninth annual report is in the area of health occupations. A survey showed that 64.4 percent of the current staffing needs of metropolitan area hospitals are for nursing assistants and for practical (vocational) nurses. The hospitals surveyed indicated that employees trained in health occupations the Louisiana Vocational Education schools are rated fair to excellent in necessary work skills; have good work habits and work relationships with other employees; and are proficient in basic skills. There is need for expansion of health occupations programs at the secondary level with special emphasis on cooperative programs. Hospitals requested assistance in training areas for respiratory therapy technicians and operating room technicians.

The report includes tables of vocational enrollment data by program, by educational level, and by special target group.

A special CETA-Vocational Education Coordinating and Information Committee identified four problem areas:

- need for a formal mechanism to link CETA youth programs with LEAS;
- criteria for coordination of CETA programs with vocational education at the local level;
- review of State Board Policy and Procedures Manual on eligibility requirements in CETA youth programs;
- work experience and academic credits in CETA youth programs.

Detailed data are given on CETA expenditures and participants.

The SACVE recommendations for 1977 are listed with the responses of the State Board of Elementary and Secondary Education.

The report concludes with the FY 1978 recommendations.

The Council recommends:

- that the State Board of Elementary and Secondary Education ensure that all Vocational-Technical Schools have adequate guidance and counseling services, with persons trained in the field of guidance and counseling handling those responsibilities;

- that a State Workshop on Vocational education be developed for all guidance counselors in the State of Louisiana;

- that the State Department of Education develop and implement in conjunction with the new NOIC/SOIC National and State Occupational Information Centers a Management Information system (MIS) for all of vocational education;

- that there be an increase in the training of practical nurses;

- that there be implemented two new Health Occupations programs, Respiratory Therapy Technician, and Operating Room Technician;

- that all public postsecondary vocational education schools facilities conform to requirements necessary to accommodate handicapped persons;

- that funds become available for inservice training to provide public postsecondary vocational school personnel with formal training for coping and working with handicapped persons;

- that additional funds be provided for guidance counsellors at the postsecondary Vocational-Technical School level;

- that a complete and recent listing of all handicapped student graduates, their occupational program, and place of employment, be provided on a continuing basis, starting with June 30, 1978;

- that there be better data reporting and followup for CETA programs, particularly in regard to completions, placements, type of occupation and length of time on job;

- that a competitive salary structure be implented so as to attract qualified instructors in vocational education;

- that there be a moratorium on any new Vocational-Technical schools or any additional construction until the new system is fully implemented and operational.

MAINE

The ninth annual evaluation report of the Maine Advisory Council on Vocational Education begins with comments on Federal regulations concerning funding of programs for the handicapped and the disadvantaged. MACVE finds that in some cases these regulations serve to frustrate the efforts of the State to meet the unique needs of Maine people. Because of the variation in density of Maine municipalities many small communities cannot meet the requirement of excess cost matching money. The Council suggests that the Federal government investigate the possibility of using the concept of revenue sharing for funding education at the local or State level. With regard to the requirements that the annual report review the distribution of Federal funds and evaluate how well the goals and objectives were met as presented in the five-year and annual State plans, MACVE notes that the accountability report is not due for publication until June 30, 1979 and other reports were not due until December 31, 1978.

The Council also notes difficulties encountered in attempts to achieve a consistent, integrated, and coordinated approach to meeting vocational, employment and training needs at the State level with so many agencies involved, each operating under different guidelines from the Federal government. It notes, however, that vocational education in Maine has done everything within its power to meet the needs of business and industry and that in overall funding the Federal amount is only 10.7 percent of the allocation from State and local funds.

MACVE has monitored the evaluations conducted for the State Board of Education. The policy defining the evaluation procedure was developed with the participation of vocational staff, State Board members and Council staff.

The report states that there has been a good working relationship between the Advisory Council and the State Employment and Training Council. SETC is commended on its activities as presented in its annual report for FY 1977.

The recommendations of the ninth annual report are developed in position papers prepared by the Council as a basis of discussion with the State Board of Education. They relate to four issues considered by subcommittees of the Council: governance (secondary and postsecondary); job placement; career education; and special needs. These position papers with their recommendations are the basis of the MACVE 1978 report.

MACVE finds that of the two systems for delivering secondary vocational education in Maine - centers and regions - there are problems with the centers. The Council recommends permissive

legislation to allow for a mechanism to widen the control span of the centers in order to allow the sending schools to share the responsibility and control over budgets, enrollments, and programs. MACVE also recommends more short term courses at the secondary level.

The Council finds that the current funding procedures at the postsecondary level do not permit the vocational-technical institutes to respond to the needs of business and industry as quickly as they should. MACVE feels that budgetary issues are closely related to control and governance of postsecondary institutions and makes the following recommendations:

> A vocational education subcomittee of the State Board of Education should be established; membership to include three State Board members, and seven lay people, one representing each postsecondary school. The associate commissioner of vocational education would be an ex officio member.
>
> The VTI budget, recommended by the subcommittee on vocational education and approved by the State Board should be submitted simultaneously to the State Legislature and to the Governor.

The Council position paper on Job Placement considers the suitability of the use of job placement rate as the sole criterion of the effectiveness of vocational education programs. Other factors are considered which have a bearing on the placement rate. These include: individual student ability and interest, pre-vocational preparation, labor market conditions, economic conditions, school placement procedures, and admissions requirements. MACVE recommends:

> that the State Board of Education determine a definite job placement policy which considers all factors mentioned, namely, student, economic, and school factors.

Career education is endorsed in the ninth annual report and recommends broad dissemination of the 1977 Maine Assessment of Educational Progress on Career and Occupational Education.

Recommendations concerning vocational education for the student with special needs conclude the report. These are:

> that the School Board develop some mechanism to separate placement and followup data for special students from those for regular vocational education students;

that all vocational education teachers receive pre-service and inservice preparation for meeting the needs of special students.

An appendix to the report summarizes MACVE activities for FY 1978.

MARYLAND

The ninth annual evaluation report of the Maryland State Advisory Council on Vocational-Technical Education begins with an introductory section which covers Council membership, organization, responsibilities and highlights of FY 1978 activities.

Part I, Evaluation covers five of the topics specified in the regulations for Public Law 94-482. Within the limits of the data supplied by the State Department of Education, Division of Vocational-Technical Education, the Council determined that 56 percent of the activities planned under one of the four five-year goals established for instructional programs were completed in FY 1978.

In the area of program improvement 51 percent of activities relating to six goals were completed and in the area of administration 76 percent were completed. Noteworthy among the activities were 20 grants-in-aid to develop exemplary programs; curriculum research and development, production, and dissemination service provided by the Western Maryland Vocational Resource Center; increase in the number and variety of teacher inservice programs; development of vocational equity guidelines and dissemination of the State Five-Year Plan for the elimination of sex bias and sex stereotyping; and preliminary action on a responsive vocational guidance program. SACVE considers that continued emphasis is needed on vocational guidance. In the area of administration, procedures adopted by SDE/DVTE and the Maryland State Plan Council for obtaining constructive input from a large number of agencies and groups involved in the development of the State Five-Year and Annual Program Plans are exemplary. Procedures for determining the implementation of State plan activities were not carried out in a responsive manner during FY 1978. Enrollment data were not available to determine whether or not objectives to train specific numbers of students were achieved. The extent to which Federal funds were matched by State/local funds could not be determined. The distribution and utilization of FY 1978 Federal funds could not be properly analyzed by the Council. This lack of adequate funding information is of serious concern to the Council.

Lack of adequate data also prevented the Council from accomplishing the identification and assessment of vocational education and employment training needs in the State. The State's Five-Year and Annual Program Plans may not reflect the State's total need for vocational-technical programs, services, and facilities for the periods covered by the plans. Rather, these documents primarily address those activities which can be carried out with the anticipated funding support.

SACVE received and reviewed the FY 1977 report of the State Manpower Services Council and found it to be in compliance with the Comprehensive Employment and Training Act of 1973. An

examination of a preliminary draft of the FY 1978 report indicates that a substantial amount of action has been taken by SMSC and CETA prime sponsors to establish mutually acceptable and effective procedures for coordination of effort.

Part II of the nirth annual evaluation report includes statements on the status of local advisory councils, the State Occupational Information Coordinating Committee, and the State program evaluation systems. In Maryland separate program evaluation systems have been developed for secondary and postsecondary institutions. The secondary system has been developed and pilot testing completed. Evaluation will begin in FY 1979 with 15 percent of approximately 2000 secondary vocational-technical programs and will be completed in 1982. Quantitative data on all community college programs was evaluated by the State Board for Community Colleges in FY 1978. Qualitative evaluation of thirty-seven programs will be reviewed by SACVE.

Part III includes information on the current status of recommendations from prior annual reports, repeats recommendations in four areas previously addressed, and makes four new recommendations. Each recommendation is accompanied by a rationale.

The Council recommends that:

- State Board of Vocational Education initiate a study to identify the State's unmet needs for vocational-technical education at the secondary level.

- State Board of Vocational Education establish and implement effective procedures for determining and reporting on the status of completion and expenditure of Federal, State, and local funds for State plan activities.

- State Occupational Information Coordinating Committee (SOICC) prepare and distribute a comprehensive report which addresses the committee's goals, objectives, and projected activities for the implementation of a responsive State occupational information system.

- State Board of Vocational Education initiate action to establish a more responsive research coordination unit.

- State Board of Vocational Education assign a high priority to the establishment and implementation of a responsive vocational guidance program.

- State Board of Vocational Education to take a leadership role with local education agencies in Appalachia, Maryland to develop and implement a plan for the efficient utilization of the Western Maryland Vocational Resource Center for vocational-technical education programs.

- State Board of Vocational Education re-examine and revise as appropriate the policy and procedures established for identifying industrial arts education programs to be supported under Title II of Public Law 94-482.

- State Board of Vocational Education support legislation for the allocation of categorical State funds for vocational education.

MASSACHUSETTS

The ninth annual evaluation report of the Massachusetts Advisory Council on Vocational-Technical education begins with an 8-page executive summary from which the following material is abstracted.

The five-year State plan indicates the following major goals: improvement of access to vocational education; closer coordination of planning efforts with those of other State agencies; and upgrading administration of vocational education throughout the State. The Council notes absence of significant local-level participation in the planning process and recommends aggressive State leadership in this area with technical assistance where indicated.

The Council commends the development of admission plans designed to show progress in enrollment distribution according to racial, ethnic, and sex composition of students in the service area. Guidelines and standards developed by the Division of Occupational Education and the Bureau of Equal Educational Opportunity should lead to a more equitable distribution. The Council believes, however, that there should be creative outreach programs for black students and improved access for linguistic minorities. The Council also notes the necessity of improvement in meeting the vocational education needs of the handicapped and in facilitating efforts at the local level to eliminate sex bias and sex stereotyping in vocational enrollments.

The Council expects to be able to make substantive comments on enrollments and expenditures relative to progress towards State Plan goals when the first annual accountability report is produced in July 1979. Data currently available indicate that enrollment patterns have not changed significantly from the previous year. State and local expenditures during FY 1978 provided approximately $17.00 for each dollar of Federal education funding received.

Continuing concerns accressed by the Council in its report include the deplorable state of vocational education in the City of Boston and the need to amend the Commonwealth's vocational education statute. The Council looks to the appointment of the former chairperson of the Citywide Coordinating Committee as Superintendent of Schools for the City of Boston to provide the leadership the City needs so badly in the development of a system of vocational education with equal access by all students to quality programs. In the State legislature, the Council sees promise in the passage of the Board of Education financial reform package.

Public meetings sponsored by SACVE included a Special Needs Conference and a Student Forum. Issues which surfaced at these meetings are reflected in Council recommendations for the handicapped and for vocational guidance.

The Council makes the following recommendations to the Board of Education:

- The Board should insert appppropriate language under Goal I of the Five Year State Plan for Vocational Education, emphasizing the Board's active commitment to the principles of equal educational opportunities in vocational education for black students.

- The Board should require the Division of Occupational Education to evaluate the bilingual components of current admissions plans for the State's vocational schools, and publish and disseminate the results of this evaluation.

- The Board should define clearly the role of local education agencies and other agencies in achieving the objectives of the State Plan for vocational Education, and should provide increased technical assistance to local education agencies in order to enhance and improve their planning capabilities.

- The Board should instruct the Division of Occupational Education to develop strategies in addition to numerical goals for addressing the access problem in vocational education, on the assumption that the current demand for vocational services will not be maintained indefinitely.

- The Board should adopt as a legislative priority the early amendment of the definition of vocational education programs as contained in Chapter 74 of the General Laws of Massachusetts, in order to bring the State's statutes into conformity with Federal legislation.

- The Board should ensure that particular emphasis is placed upon meeting the special needs of handicapped persons in all future planning for vocational education.

- The Board should continue and expand its efforts to eliminate sex bias and sex role stereotyping in vocational education programs and in all related activities.

- With reference to its May, 1978 Position Paper on Guidance and Counseling, the Board should give careful consideration to the recommendations for strengthening school guidance services voiced by students at the Council's Student forum held in Springfield in March, 1978.

- The Board should ensure that the processing of vocational education data, which currently is performed for the Division of Occupational Education by the Data Processing Bureau within the Division of Administration and Personnel, is speeded up and made more accurate.

MICHIGAN

The introduction of the ninth annual evaluation report of the Michigan State Advisory Council for Vocational Education lists six areas of investigation mandated by P.L. 94-482.

Section One includes the Status Report on State Plan Activities for 1977-1978 prepared by the Vocational-Technical Education Service of the Michigan Department of Education. These activities are related to specific objectives. SACVE comments are included for certain activities. The following information is illustrative. Objective III B calls for support of regional and local placement services at the secondary level. The May 30 status report is that 22 area placement programs are in operation, coordinating and supporting the delivery of placement services in 329 K-12 districts. The SACVE comment raises the question of the continuation of these programs when Federal funding expires.

Section Two reports the present status of Council participation in State evaluation programs. Agreement has been reached on the membership and functions of a secondary evaluation committee including representation from RCU, VTES, and SACVE. Actual evaluation has not begun. SACVE is not yet directly involved in the postsecondary evaluation process but expects to begin participation during the coming year.

Section Three gives a break-down of estimate allocation of Federal, State, and local funds for vocational education for FY 1978. Information on actual expenditures will not be available until the accountability report is received. Council makes several comments related to funding. At the end of the reporting year the position of sex equity coordinator was still filled on an interim basis by staff members from the Vocational-Technical Education Service. Areas of support services for women, day care, and special services for homemakers were not funded during FY 1978. They are, however, included in the annual program plan for FY 1979. No policy for the distribution of funds for the handicapped and the disadvantaged has, as yet, been formulated. Only three vocational centers will receive equipment funds because of the policy of the State of Michigan to use only Federal funds to pay its share of the total cost.

Section Four addresses the identification of vocational education and employment and training needs of the State of Michigan and the assessment of the extent to which various programs represent a consistent, integrated, and coordinated approach to meeting such needs.

Presently the response in the 1978-82 State plan on employment opportunities related to vocational education programs is inadequate. Some progress is evident in the Cooperative Agreement

among vocational education, special education, and vocational rehabilitation services. Coordination could be improved by incorporating CETA and private school programs into this agreement. SACVE supports continued improvement of coordination by the Departments of Education and Labor and the development of the State Occupational Information Coordinating Commitee into a fully operating agency.

Section Five includes comments on the 1977 report of the Michigan Employment and Training Services Council. SACVE commends the report and endorses its recommendations, suggesting, however, that the description of the vocational education five percent funds in the METSC report show relationships among these and other appropriate agencies in the delivery of vocational education to the various client groups.

Section Six lists twenty-two Council recommendations for the coming year. These relate to the following areas:

- legislation providing State funds for construction of vocational education facilities in all areas of the State;
- interim arrangements giving Detroit students access to vocational education programs during the construction of area centers;
- development and adoption of State Board policy making followup a part of the curriculum for all students through and after high school;
- continued support of development of performance objectives;
- inservice training for vocational education teachers in the use of performance objectives in classroom procedures;
- inservice training for vocational education teachers in the integration of career planning, preparation and placement skills and activities into the vocational curriculum;
- assignment of responsibility to counselors and placement coordinators for training vocational education students in employability and self-placement skills and for actual job placement;

- inservice training for counselors and placement coordinators;
- inservice training for vocational education staff in the development and use of employer relationships;
- public relations efforts for the improvement of the image of Michigan's vocational education programs;
- the convening by SBE and BET of a conference of appropriate agency heads to begin the development of a centralized, common data bank for Michigan;
- priority efforts to improve and expand the provision of vocational guidance and counseling services for students in Michigan;
- the convening by SBE and BET at least annually of a conference of State agency leaders, CETA and youth employment project administrators, and vocational and LEA administrators to address problems of coordination, cooperation, and integration of programs involved;
- encouragement of LEA personnel participation in youth employment projects as appropriate for students in developing and carrying out their career plans.

The remaining sections of the ninth annual evaluation report give information on the response to previous Council recommendations; the status of local advisory council membership, organization, and activity; and the present membership and functions of the State Occupational Information Coordinating Committee.

MINNESOTA

The ninth annual evaluation report of the Minnesota State Advisory Council for Vocational Education is organized around the role and responsibilities of the Council, with principal emphasis on the topics included in the Federal mandate.

The introduction includes a general description of the Minnesota delivery system for vocational education. A section on MSACVE priorities for program year 1978 describes the committee structure of the Council and summarizes the year's activities.

The State Plan goals for FY 1978 are listed by educational level. The Council notes that the criticisms leveled at last year's goals still apply. They do not contain any specific, quantifiable, measurable elements which can be monitored for rate of achievement. It is impossible, at this time, for the Council to comment on the rate of accomplishment of the goals contained in the 1978 State plan. When the accountability report is issued on July 1, 1979 the Council will issue a separate document addressing this subject.

The State Department of Education conducted 14 on-site secondary vocational education program evaluations during program year 1978. The Council monitored the evaluation project in four ways: two presentations on the conclusions were reviewed; Council member participation in six on-site visitations; study of all written summary reports; and Council member participation in accreditation meetings. The Council assessed the summary reports in terms of the criteria of P.L. 94-482. Results indicated that the area receiving least attention was "Results of Student Employment Success". Positive comments on other criteria referred to quality of instructional offerings, teacher qualifications, and special needs services. Negative comments related to measurements of student achievement. The Council recommends that the evaluation format used for secondary programs be used at all levels. The SACVE report makes detailed recommendations for future evaluations.

The review of the analysis of the distribution of Federal funds is limited by existing data to a table of estimated funding needs for basic categorical distributions rather than to actual distributions. The Council notes that no funds were allocated for construction, although evaluation has revealed some very real needs for updating, improving, and expanding facilities.

The Council made significant progress during the past year in establishing a staff-to-staff working relationship with the Governors Council on Employment and Training (GCET). Annual reports published by both Councils were exchanged and plans for the development of future reports were discussed. GCET's 1977 Annual Report indicated:

implementation of a state occupational information coordinating committee; continuation of the Youth Employment Program subcommittee; establishment of a Job Corps task force; review and approval of model coordination programs; review of all FY 1978 plans of CETA prime sponsors; and review of the staff report on the 5 percent supplemental vocational education grant. SACVE reviewed and commended the GCET annual report and recommended that future reports include cumulative results of programs, especially those related to vocational education.

Because of the absence of valid and reliable data SACVE does not find it possible as yet to identify vocational education and employment needs. Various mechanisms are currently underway to obtain statewide vocational education and employment and training statistics. Concrete results, however, are not yet in. The Council has been pursuing the possibility of establishing an inter-Council task force with GCET to address jointly the problem of needs and program assessment.

The evaluation report concludes with a discussion of action taken by the State Board of Education on the 1977 recommendations and with a statement of the 1978 recommendations, with a rationale for each. These are as follows:

- The Minnesota State Advisory Council strongly recommends that the State Board of Education sponsor and oversee a comprehensive study of the impact of the imposition of tuition charges to vocational-technical education students throughout the State of Minnesota, with the goal of seeking ways to ensure that all students who desire vocational education have the means of receiving it.

- The Minnesota State Advisory Council recommends that the State Board of Education sponsor the implementation of a program to develop, maintain, and coordinate the effective and extensive use of local advisory committees in Minnesota.

- The Minnesota State Advisory Council recommends that the State Board of Education use the secondary evaluation report format as the model for a uniform format for evaluations at all levels. The Council further recommends that the State Board of Education designate from its membership a person to assist the Council in its responsibility to "assist the State Board in developing plans for State Board Evaluations."

MISSISSIPPI

The first section of the ninth annual evaluation report of the Mississippi Advisory Council on Vocational-Technical Education includes a summary statement on each of the programs and services supported by Federal vocation education funds. These summaries stress principally projections of results anticipated for FY 1979, although some data are given for FY 1978. Projections are made of labor market needs, of expansion of existing programs and addition of new programs, and of increases in student enrollment and in number of teachers. Four new technical programs were initiated in FY 1978 bringing the total number to 44. This is expected to supply 60 percent of the indicated demand for technicians. Plans are being developed to meet anticipated needs in electronics and in nuclear technologies. A new program is also projected in biomedical equipment technology. Programs to meet occupational needs for trade and industrial workers will be expanded and improved at all levels.

To assist students who have problems in computation and communication skills, 53 secondary and 26 postsecondary remedial programs were in operation during FY 1978, serving 4,000 students. During FY 1979 there will be 18 new secondary and 13 new postsecondary remedial programs, including one for persons with limited English-speaking ability.

This section of the report includes a chart showing estimates of total funds needed for vocational education for FY 1979. Allocations are shown by program/purpose and by source.

The second section of the report considers questions relative to the effectiveness with which people and their needs are served. The Council concludes that progress has been made by the Statistical Services Section of the Vocational Division and that adequate data are available for planning purposes. The Council considers also that cooperative effort exists between the Division of Vocational-Technical Education and Vocational Rehabilitation both for the handicapped and for persons in correctional institutions. Cooperative efforts also exist with the programs of the Manpower Services Council, although their annual report is not yet available.

During FY 1978 Council members participated in the evaluation of 40 secondary districts and 3 junior college districts. The report states that a comprehensive approach was taken and that there were positive results.

Section III of the report gives the response of the State Board of Education to Council recommendations in the eighth annual evaluation report. The recommendations of the ninth annual report

are as follows:

It is recommended

- that consideration be given to encourage all administrators of vocational education programs to select a specific committee composed of principals, guidance counselors, vocational teachers and craft committee members for the purpose of program planning and evaluation;

- that consideration be given to providing all districts throughout the State at the beginning of each fiscal year an allocation of funds for the purpose of replacing or upgrading of equipment;

- that consideration be given to assessing the feasibility of a statewide emphasis program being initiated, involving teachers, in the placement of graduates of vocational programs with the guidance personnel in each respective district functioning as coordinator;

- that continued emphasis be made in encouraging every school offering programs of vocational-technical education to develop a selection process of admitting students into those programs, using all available data and information on the student as criteria;

- that continued emphasis be stressed on the involvement of general advisory and craft committees in program planning and evaluation, and that documentation of this involvement be maintained;

- that immediate consideration be given to encouraging those districts that do not have a vocational complex to provide adult education programs when feasible;

- that a continued effort be made in encouraging all districts that offer vocational-technical programs to clearly define their philosophy, and from this philosophy that goals and objectives be established on which they operate their centers and programs;

- that all vocational-technical centers and complexes establish policies and procedures that will reflect support of the established philosophy. (In all districts the philosophy, goals and objectives should be written and head administrators and local boards of education should be provided a copy.);

- that consideration be given to encouraging all districts offering programs of vocational education to initiate a continuous evaluation process of students' progress in the classroom and in the laboratory and/or shop. The results of this evaluation should be documented and on file in the administrator's office;

- that consideration be given to providing each local educational agency with the established policy regarding the local vocational director's status with other administrative personnel on the same level.

MISSOURI

The following summary is taken from the ninth annual evaluation report of the Missouri Advisory Council for Vocational Education.

This report looks at several aspects of the vocational education program in the State of Missouri. It is the first report to address itself to the requirements of P.L. 94-482, the Education Amendments of 1976. It is not possible to address every aspect of the programs, services and activities. Those items not addressed in this report will be studied in future reports. Briefly, this report attempts to give a critical review of nine items and provide some statistical information to better understand not only the rationale for making certain judgments, but also to give a profile of vocational education with the State.

Section I looks at the projections and accomplishments of enrollments in secondary, postsecondary, adult and disadvantaged and handicapped programs. It is noted that there are some accounting problems with the actual program enrollments as well as the categorization by levels. It is further noted that the disadvantaged and handicapped programs accomplished the objectives prescribed, but do not nearly fulfill the need as shown by the census figures for these programs.

Section II details the observations of the Council members as they worked with the evaluation teams during their on-site visitations to area vocational schools and junior colleges. It is noted that all observers felt the expertise of the evaluation team was compatible with the objectives of the evaluation. However, it was also felt that the written report could be improved. A committee also studied 104 recommendations made to either comprehensive high schools or any other agency which had been evaluated. It was agreed that about ninety-five percent of the recommendations were well stated, but only about seventy-two percent were measurable.

Section III points out that in 1965 the State/local overmatch to the Federal was $2.20 to $1.00. In FY 1978, the State/local overmatch was $7.06 to $1.00. Presently about 18% of State funds are supporting State administrative costs of vocational education with about 72% coming from Federal funds. When considering total expenditures, by level, for vocational education it is shown that Federal, State and local funds for secondary programs are over 3 times the expenditure for postsecondary and about 18 times that for adult programs.

Section IV makes an assessment of coordination to meet employment and training needs. Many mechanisms to encourage coordination are in place. It now remains for the people involved to actually make coordination happen. The data base for both vocational

education supply as well as the data base for labor market demand needs to be better coordinated. Schools working with prime sponsors to provide training as well as skill centers, employers, proprietory schools and others must coordinate efforts and reports so that the total need for vocational education and employment training services can be estimated. A needs analysis must not only identify the needs of the population, but also the program designed to meet those needs. A model is suggested.

Section IV lists recommendations for improvement.

Recommendations directed to the State Department of Elementary and Secondary Education:

- Develop an identification procedure for the census of the disadvantaged people in Missouri who could benefit from Vocational Education which would produce valid and reliable data and could be monitored with a minimum of inconvenience

- Evaluate the need for disadvantaged programs at the local level in addition to how well existing programs are operating.

- Develop a more objective evaluation model to rate all Vocational programs funded in Missouri.

- Develop an objective evaluation model (as part of the State model) to be used annually by all agencies receiving Vocational funds for the evaluation of local Vocational Education programs which would be an integral part of the overall State evaluation scheme.

- Change from an institutional accreditation to a course or program accreditation procedure for those institutions eligible to seek such recognition.

- Incorporate into the evaluation procedures employed by the on-site teams the methodology which would require proceeding from the most recent evaluation report on file.

- Report to the Council within one year the results of a study to be completed by them showing the feasibility of establishing special certification standards for Vocational Guidance personnel, separate and distinct from those now existing for all counselors in secondary schools.

Recommendations directed to the State Board of Education:

- Formally adopt the standards proposed for Area Vocational School designations and retention of designations as set fortn in the Report of the 1990 Task Force.

- Establish priorites for program expansion in the next annual State Plan (FY 1980) to meet the Vocational needs of the Missouri population as expressed by Task Force 1990.

Section VI comments on the State Manpower Services Council Report for FY 1977.

The report points up some of the similar obligations of the State Advisory Council on Vocational Education and on the State Manpower Services Council. It then suggest three recommendations for the State Manpower Services Council:

- The two Councils closely coordinate their work and their reports so that a more complete employment and training picture can be given for the State.

- The SMSC consider the establishment of a separate office and staff to accomp sh its duties and responsibilities under the law.

- Statements relating to the accomplishment of the goals and actions steps be included in the Annual Report.

There were several concerns expressed by the Council which included discrepancies found in the data presented in the SMSC report. More explanation needs to be given on the 4% funds as reported in the yearly summary. The Council is commended for bringing information showing that some 80,000 citizens were served by CETA during FY 1977.

Section VII repeats the recommendations from last year, then gives the response from the State Board of Education, and finally offers the reader an assessment of the Council as to their perception of the acceptability of the suggestions and progress made toward the accomplishment.

Section VIII refers to the status of local advisory committees. After obtaining listings of local members on the committees, a survey was conducted by the State Council on the types of technical assistance desired, as prescribed in the law. Workshops were set

up around the State and with the help and cooperation of the Career and Adult Division of the Department of Elementary and Secondary Education, seven sessions were carried out on the topics of advising on labor market needs and the relevancy of the curriculum.

Section IX refers to the status of the State Occupational Information Coordinating Committee. Progress in getting this group started includes the signing of an interagency agreement in September 1977, selection of a fiscal agent and chairman of the group, obtaining authorization of funds from the General Assembly, filing a plan of action with NOICC, hiring a full time director in October 1978, and extending invitations to various interested agencies to participate as affiliate members. The work of this organization has just begun.

MONTANA

Part I of the 9th annual evaluation report of the Montana Advisory Council for Vocational Education considers the effectiveness of programs, services, and activities in attaining the goals set forth in the State Plans. Council observes that the annual state plan for FY 1978 does not contain specific goals. It used, therefore, the broad goals of the five-year plan with some projected values for programs and enrollments for FY 1978. Where available data are given for numbers of programs and number of enrollments, projected and actual in nine program areas, seven service areas, and three activity areas. SACVE comments are in general directed towards extent to which actual number of programs and enrollments met or exceeded anticipated values; unavailability of data, especially on numbers of programs in many instances; and instances where failure to reach projected values was due to lack of funds. General evaluative statements refer both to the data given and to the self-evaluation reports to which the Council had access. General recommendations are also found in these statements. These recommendations are summarized and stated formally in a later section of the report.

Part II reviews the procedures for state vocational education program evaluation. These include: annual program self-evaluation; periodic Office of Public Instruction vocational consultant review of programs; and formal outside team evaluation of each program at least once during the five-year planning periods. SACVE examined the evaluation data which was made available and includes the following comments in the ninth annual report.

- Seven school evaluations covering sixteen programs were conducted at the secondary level.
- A number of post-secondary programs were evaluated in 1976-77, but none in 1978 by the Office of Public Instruction.
- The self-evaluation appears to be adequate in scope of coverage, simplicity of the format, time consumption and general overall value to both the program operator and the state staff.
- The computer tabulations of the results of the self-evaluation are useful insofar as they go, but are limited to the secondary.
- The limited number of team evaluations conducted in 1978 is not adequate to provide opportunity to evaluate the effectiveness of this part of the total system. An interesting part of the

proposed team evaluations is that some will be conducted in cooperation with the Northwest Association of Secondary and Higher Schools. We look forward to the potential outcome of such a cooperative venture.

- A history of the self-evaluation information compiled over the years would be helpful in determining the long range value of the present evaluation system.

- A major part of the total evaluation system is devoted to process evaluation. An assessment of the quality as well as the quantity of the product is of equal or greater importance to the determination of the success of vocational education. SACVE recommends the overall system incorporate more product evaluation.

Part III of the report addresses the distribution of funds. The planned distribution for FY 1978 is given by source and by section of the Federal legislation. Data on actual expenditures for FY 1978 are not yet available. Planned subtotals by source are: Federal, $2,630,414; State, $8,017, 654; and local $7,440,442. The grand total is $18,088,510. The ratio of combined state and local to federal is $6.60.

Part IV describes Council efforts to identify vocational education and employment needs and to determine the extent to which these are being met. Information was obtained from the Montana Employment Security Division with assistance from the Montana State Occupational Information Coordinating Committee. Two members of the Council serve on SOICC. Data from these sources seem to indicate that employment needs in the job areas serviced by vocational education are not being met in several area. Further search, however, leads to the conclusion that the present data gathering system used does not accurately reflect the number of jobs in a given field.

Part V covers cooperation between vocational education and the Montana Manpower Services Council and comments on the FY 1977 report on CETA activities. Planned levels of service in several of the target areas were met or exceeded. SACVE believes, however, that there is need for improvement in the communication link between CETA and vocational education. It is recommended that this be accomplished by having the State Director of Vocational Education serve as a member of the State Manpower Planning Council.

Part VI gives the following Council recommendations for the coming year with a rationale for each.

- The State Advisory Council for Vocational Education recommends that the Board establish a data system which would provide the appropriate information for adequate planning and assessment of Montana's vocational education system.

- The State Advisory Council recommends that goals in the state Plan for vocational education be clearly identified and stated in measurable terms.

- The Council recommends continued efforts be made by the Board to emphasize student enrollment in non-traditional vocational education programs.

- The Council recommends that the Board place strong emphasis on accurate and up-to-date student placement and followup systems.

- The Council recommends the Board continue to request increased funding from the Montana legislature for secondary, post-secondary and adult vocational education programs.

- Recognizing the value of student organizations, which are directly associated with the vocational education programs, the Council recommends the Board continue to support these organizations.

- The Council recommends that the Board reemphasize the use and value of local advisory committees as required by P.L. 94-482.

- The Council recommends the Board continue the development of the statewide evaluation system. The evaluation system should include both process and product assessment utilizing quantitative and objective performance measures and considering cost-effectiveness and cost-benefit.

- The Council recommends the Board seriously consider the present status of adult vocational education programs and seek means to reinstate support for them.

- The Council recommends that the Board, in its responsibility for the vocational education participation in CETA, suggest to the governor that the state director

of vocational education sit as an officially appointed member on the Governor's Manpower Planning Council in representation of the Board.

Parts VII and VIII refer to action taken on the FY 1977 recommendations and to a summary of testimony given at public meeting sponsored by the Council.

NEBRASKA

The Nebraska Council's 1978 Annual Evaluation Report actually marks the second year that the Council has evaluated toward objectives of the 1976 Vocational Education Amendments. Evaluation items selected are those upon which sufficient data have been generated to make a substantive analysis. Those items that were not included in this report will be addressed in subsequent reports.

Evaluation Progress Toward Accomplishing Program Goals Set Forth in the Five-Year State Plan and Annual Plan.

Goal 1 of the Nebraska State Board of Education projected that 60 percent of all secondary students should be enrolled in vocational programs by 1982. In actuality, a decline from the previous year was recorded. This goal is in keeping with the needs of people of the State. It is a worthy goal that should be retained even though the first year has not been encouraging.

State Board Goal 6 advocated an increase in the disadvantaged and handicapped students to be served without setting an actual goal. Nebraska has achieved an outstanding accomplishment in this area. Supportive services such as preparing teachers to work with special needs students are also a strength. Progress in the past has been commendable and further growth is encouraged.

State Board Goal 7 on curricular development for strengthening vocational programs possibly focuses more directly toward improving instructional quality than any other goal. The State of Nebraska has benefited from excellent leadership in achieving these accomplishments. The Council advocates that relevancy should be a high priority in curricular update. Curricular strategies should approximate conditions found in the working world.

State Board Goal 8 focuses upon reducing sex stereotyping in vocational education. Many fine accomplishments which contribute toward this goal have been reported. The Nebraska Council addressed this goal with considerable depth in its 1977 Report (7). With resources assigned to this goal, the State is moving effectively. This is a continuing goal which has had an excellent beginning. The Council believes that continued effort is needed in the future to overcome all sex bias which could influence vocational education.

State Board Goal 10 for increasing the percentage of students enrolled in vocational student organizations is also an issue that the Council has addressed many times in the past. The goal is attainable only through the commitment of all vocational teachers. Several of the instructional areas are extremely low in the percentage enrolled in vocational student activities when compared with the involvement possible. Nebraska is one of very few States which reward schools for conducting student activities through the reimbursement formula. A stronger emphasis is advocated during the preservice training of instructors offered or provided through the vocational teacher education programs.

Distribution of Federal Funds for Vocational Education.

An analysis of the distribution of Federal funds for vocational eeucation has been an annual activity of the Nebraska Council even before the 1976 Act. Allocation of funds to the various parts of the Act has been closely monitored from year to year. The Council has been concerned with the allocation to each category under the Act and, more specifically, with the amount of aid to schools. Operating costs have been increasing due to inflation while vocational education aid to schools has been decreasing because more schools are sharing in the amount available.

Use is made of both a table and a graph to display visually the division of funds between secondary and postsecondary agencies over the past six years.

The Extent to Which Vocational Education and Other Programs Represent a Coordinated Approach to Meeting Needs.

The Report summarizes the major coordination activities.

A commendation is offered to the agencies and the leadership which has been responsible for bringing about the accomplishments. Recommendations at the end of this section encourage the operational relationships to assure full implementation of the Nebraska Career Information System.

Comments on the Reports of the State Manpower Services Council.

This is the first formal comment on the Report of the State Manpower Services Council (SMSC). The SMSC Report was constructive and was directed toward strengthening coordination of all agencies involved. It expressed various points of view which were enlightening to the

agencies involved in providing occupational skills. An exception was made on the point of view expressed about agriculture as an area of employment opportunity. The SMSC position tends to exclude the whole area of agri-business as an opportunity for employment. The agriculutral segment offers many opportunities for employment of people in Nebraska and is an important part of the State's total employment potential. Also mentioned was the fact that only a very limited number of SMSC Reports were made available State-wide which reduced the probability of creating an impact and restricted the chances of involving all members of the Council in its review.

Recommendations for Improving the State's Vocational Education Programs.

An in-depth study was conducted by the Council to provide documentation for justifying provisions that are included in the Nebraska State Plan for Vocational Education. The survey reaffirmed most provisions of the State Plan. The Council supports the retention of the uniqueness of the different instructional strategies presently employed by each of the occupational segments which comprise vocational education.

The Council advocates a closer linkage between the Nebraska Job Service Offices and vocational education in order to benefit students with the placement services. A series of six suggestions are offered which will undoubtedly be of greater benefit to the students being served. A map of the Nebraska Job Service districts and a list of all Nebraska Job Service Offices are provided.

The report concludes with a consideration of those areas in which the greatest accomplishment has been recorded on previous Council recommendations. In order, these include the articulation activities now developed to improve the transition between secondary and postsecondary vocational programs; improved communications between vocational education and CETA; expanding vocational education in correctional institutions; preparation of vocational teachers in Nebraska; and the increase of local vocational advisory council activities. Detailed accomplishments are listed for all areas; in addition, a number of other significant accomplishments are recorded under the evaluation of the goals of the Nebraska State Plan since many of the State Plan Goals also pertain to areas which were previously addressed by the Council.

NEVADA

The ninth annual evaluation report of the Nevada Advisory Council for Vocational-Technical Education is organized around the rationale for each of its FY 1978 recommendations.

The Council finds that although a document exists with the title "Guide for Reviewing a District Vocational Education System", developed by the State Board for Vocational Education, and dated August, 1975, it has not so far been put into operation. It is recommended that it be updated, officially adopted and made operational in order that the evaluation of vocational education in the State may be implemented as soon as possible.

In order to assess the progress made towards meeting the goals of the five-year plan a study of the 1975, 1976, and 1977 Descriptive Reports as submitted to the U.S. Office of Education, were cross-referenced to the 1975, 1976, and 1977 Annual Program Plans. Differences in data reporting systems according to Employment Security Codes and U.S.O.E. Codes and changes in reporting of enrollment and completion data in the development of the Nevada Informational System for Vocational Education Management resulted in a confusing and in many instances contradictory picture of vocational education in Nevada. SACVE recommends that a stable system of accounting for enrollments and completions be finalized and put into full operation as soon as possible; also that the State Board of Education use all available influence and resources to assure that the State Occupational Information Coordinating Committee provide realistic employment needs projections.

The Council reviewed the 6 recommendations of the FY 1977 annual evaluation report, giving for each the State board response and the SACVE comments on this response. The general conclusion reached is that the State board has taken decisive action and extensive action on four of the FY 1977 recommendations and initiated action on one; and has taken no action on the recommendation to implement valid and complete followup procedures. The Council notes Board comments on problems related to inadequate staff and financial resources and recommends that the Board for Vocational Education use all resources available to them to assure that staffing be obtained which is commensurate with the needs of State level leadership in Vocational Education.

Examination of the Allocation of Federal resources to participating agencies within the State for FY 1978 shows that allocation formula requirements of the rules and regulations for U.S. Public Law 94-482 work in direct opposition to the improvement of vocational education within rural, sparsely populated States like Nevada. The Council recommends that the SBVE assert all available influence to secure a change in both the formula for allocation

of Federal funds to the States and the allocation of funds within the States.

The sixth recommendation refers to the mission of the State Occupational Information Coordinating Committee. SACVE notes that one of the major problems which contributed to the need for the establishment of both SOICC and NOICC is still not being addressed. This is the need for the establishment of a standard Occupational Coding System for use by all departments at all levels. The Council recommends that SBVE through their official status as SBE and official representation on SOICC take immediate action to support the Congressional mandate requiring the standardization of occupational coding systems now in use at all levels of government.

By formal and informal means, including a Council sponsored workshop, SACVE identified 14 study areas reflecting current needs of vocational education in Nevada. A survey instrument was developed and responses obtained from representatives of diverse population groups. Results of rank ordering gave highest priority to the need for financial support of programs in an industry validated curriculum. This was followed by the need to update and/or upgrade present vocational instructional facilities and equipment to acceptable industry standards; and the need to expand presently available vocational guidance services. The Council recommends that all available discretionary Federal funds provided through P.L. 94-482 be utilized in priority areas as established by this survey and that SBVE increase efforts to obtain State appropriation increases to address priority needs.

Recommendation 8 reflects SACVE's concern that existing SBE policy regarding vocational education is not effective in providing guidelines and leadership for vocational education. The Council recommends that a 1976 document, titled "Principles and Policies for Vocational Education" be adopted as the State board's official policy, to the exclusion of all other statements of principle or policy.

An appendix to the ninth annual evaluation report gives detailed data on the needs survey and a section giving comments and recommendations on the report of the State Comprehensive Employment and Training Council for FY 1976 and FY 1977. Especially emphasized is the need for all agencies involved to define more clearly and promote the understanding of the roles of each agency which contributes to publicly supported vocational education in the State.

NEW HAMPSHIRE

The New Hampshire Advisory Council for Vocational-Technical Education organized its ninth annual report according to the six topics listed in the Federal regulations for P.L. 94-482. For each topic the report includes a brief statement on the process used by the Council followed by a listing of commendations and recommendations.

In assessing progress towards accomplishment of the FY 1978 objectives for the five-year goals the Council requested and reviewed statements from administrators of secondary and postsecondary education. Commendations at the secondary level related to: appointment of State advisors for vocational youth groups; establishment of individual vocational education program standards; development of a comprehensive evaluation system; supportive services for disadvantaged and handicapped youth; assurance of equal access and equal educational opportunities; and support for cooperative programs.

At the postsecondary level commendations covered: increase of the ratio of female to male students in nontraditional fields and efforts to make maximum use of existing facilities. There was commendation of both levels for cooperation in providing the information requested.

The Council invited the developer of the State evaluation system to make a presentation covering evaluation materials. Some Council members and the executive director participated as observers in some on-site evaluations. The Council commended the State Board of Education for the development of a comprehensive system.

The assistant division chief from the secondary vocational division outlined for the Council the Federal mandates on fund distribution and discussed the State distribution formula in current use. Council commendation covered current practice of funding new projects under the same formula as on-going programs.

The Council commends the formation of SOICC as a centralized agency which can provide information relative to manpower training and employment needs. The executive director of SOICC made a presentation to the Council covering formation, policies, and progress.

The Annual Report to the Governor of the State's Manpower Services Council was reviewed and commended for its recommendation that CETA make greater utilization of the State's existing vocational education capabilities.

The report concludes with an expression of concern about a statement from DHEW relating to the importance of Federal support for vocational education. Concern is also expressed with respect to

fiscal regulations of the State which make it difficult for the Council to carry out Federal mandates.

The following is a summary of the recommendations of the Council to the New Hampshire Board of Education.

- That the secondary and postsecondary vocational education divisions continue to work cooperatively in the articulation of curriculums.
- That efforts continue to obtain adequate funding for implementation of the regional skill center concept at the secondary level.
- That the postsecondary division continue efforts for maximum utilization of facilities.
- That the postsecondary division continue a leadership role in the interface of business and industry in determining exit skills for programs.
- That the employer and graduate phase of the evaluation system be implemented on a yearly basis.
- That incentive funding of new programs not be pursued at the expense of continued support of ongoing programs.
- That SOICC implement its policy goals.
- That CETA clients raise their skill levels preferably by on-site training in the private sector.
- That consideration be given to the alternative method of funding for regional skill centers included in this report.
- That the SBE implement a new guideline and review process for the application for State construction funds for regional vocational education centers and for additional costs for equipment, tuition and transportation.

NEW JERSEY

In preparation for its ninth annual evaluation report the New Jersey Advisory Council on Vocational Education commissioned the Technical Assistance and Training Corporation, a management consultant organization, to make a study of three aspects of vocational education in the State of New Jersey. Three task forces of the Council examined the data, findings, conclusions, and recommendations, as presented in the reports of the consultants. The following recommendations are presented by the New Jersey SACVE to the State Board of Education and are grouped to show the Task Force responsible for them.

Task Force #1: analysis of the disbursement of vocational education funds for programs, services, and activities within the secondary and postsecondary areas.

Recommendations:

- The County Career Coordinating Council should be organized with the support and assistance from the State Agencies as the planning mechanism through which the identification and documentation of program needs are established within the counties in order to ensure equitable access to services and provide for equitable funds disbursement. A county coordinator should be established in each County on a one-to-one basis and in the larger counties an assistant coordinator position should also be considered.

- Adjustments should be made in the weighting scheme used in the County Entitlement Formula to maximize the equity of funds disbursement in relation to established County and local needs.

- The criteria for evaluating applications and proposals for vocational education funds should be reviewed and updated with the possibility of incorporating additional criteria for better linkage between program delivery and County and local need.

- Greater accountability criteria should be established at both the State and local levels to ensure that the actual use of funds conforms to the established county entitlement planning process which would determine an equitable distribution of funds based on County and local need.

Task Force #2: the examination of coordination efforts that have been achieved in seven areas. These include: executive action; State Occupational Information Coordinating Committee (SOICC); CETA prime sponsors/SMSC; County Career Coordinating Councils; State Education Coordinating Council; the 1202 Commission; and the 107 Committee.

Recommendations:

- The Governor should take tangible steps toward establishing a coordination mechanism for developing the overall strategies, direction and priorities regarding education, employment and training programs.

- The Governor should designate the SETC (State Employment and Training Commission) as the mechanism which is to be established to provide for a State level planning system for a framework for all education, employment and training programs.

- The Governor should target available SETC discretionary coordination funds along with available budgetary funds to address the objective in Recommendation II. A planning model should be organized by a willing consortium of county service providers through a grant made available with the one percent discretionary funds allotted to the Governor for coordination purposes from the CETA Legislation. These funds shall be obtained through an RFP process and signed off by the principal agencies and authorities cooperating in the coordination and planning model.

- In order to facilitate more comprehensive planning for manpower programs, the local level planning capability must be supported and strengthened. Any program planning system should have as a bottom line, the ability to provide job placement for existing jobs.

Task Force #3: examination of the extent to which objectives of the state vocational education plan have addressed the needs of certain targets. These include: disadvantaged and handicapped; unemployed youth; sex equity; limited English speaking; ex-offenders; and nonpublic schools.

Recommendations:

- Planning objectives should be established in order to allow for a more responsive service delivery system so that unmet needs may be identified and direct resources may be applied to meeting those needs.

- Specific time frames for meeting identified goals and objectives set for target populations should be established to provide for a framework to measure progress in these areas.

- Program models for reaching target populations should be developed to address identified needs in areas having a high concentration of target population groups.

- The County Career Education Coordinating Councils should be responsible for County and local needs assessment of the Federally targeted populations.

The New Jersey SACVE has identified four major issues that cut across the boundaries of the three individual study areas. These are: use of Federal funds for special purposes; roles and responsibilities at the State and local levels; program planning; and the role of vocational education in the State of New Jersey.

Concerning Federal funds for special purposes the Council notes that in the 1978-79 budget Federal funds constituted only nine percent of the total vocational education budget and 32 percent of these Federal funds were for groups with special needs. The conclusion reached is that for maximum impact goals and objectives for services to each target group would need to be established with careful consideration given to the assignment of levels of priority with criteria based on: concentration of need; potential for model system development; prior demonstrated effectiveness; filling service gaps; and coordinated activities with related programs.

Conclusions reached concerning the remaining issues are that:

- the role of State and local agencies/groups in program management needs to be clarified and strengthened;
- the established program planning process provides a solid foundation for necessary improvments in comprehensive needs assessment, priority setting, and technical support at the State and local levels.

The report concludes with a detailed review of vocational education allocated funds for FY 1978 with tables showing distribution of Federal funds and of total funds from all sources. Additional tables show disbursement of Federal funds for all program purposes by County with a breakdown by program category for selected counties.

NEW MEXICO

The ninth annual evaluation report of the New Mexico Advisory Council on Vocational-Technical Education includes a statistical overview of: State population distribution by geographic area, sex, ethnic group, and employment status; school enrollment by grade level, program, and special target group; vocational teachers by program area; and funding by source, educational level, and Federal program.

These data are directed towards showing the special needs of vocational education in a large, sparsely populated State with many rural school districts. Total vocational education enrollments show a 6.8 percent increase in FY 1978 over the previous year. Although total enrollment in grades 7-12 declined slightly, the vocational education enrollment at the secondary level increased 5 percent. Although total funding for vocational education has increased, the burden of the increase has been evident at the local level. Both Federal and State funding for vocational education declined in FY 1978 and some programs had to be discontinued. There was no signficant increase in the number of vocational education teachers or administrators.

The Council recommendations included in the ninth annual report are directed towards: funding; evaluation; local advisory councils; sex equity; and rural schools. They are as follows:

> The Advisory State Council recommends that the Board support an effort to add a weighted factor to the educational funding formula to reflect the actual cost of running vocational programs.
>
> It is recommended that more precise State standards be developed which would serve as a basis for evaluating programs.
>
> It is recommended that the Board support an effort to enlarge the State Division Staff to a point where annual visits to the schools could be accomplished, along with improving the pay scale for State Division personnel.
>
> The Council recommends a close monitoring of local advisory councils to ascertain their effectiveness.
>
> Further, it is recommended that schools with inactive local advisory councils be required to establish "working councils" which will be reviewed within a year to see if they are being allowed an opportunity to provide input for their respective programs.

It is recommended that schools which exhibit certain arbitrary barriers to students entering vocational programs of their choice be singled out for followup visits.

It is recommended that followups spearheaded by the EVO Coordinators, will be carried out by involving students, parents and other community members in drawing up an equal opportunity blue-print.

It is recommended that division people will serve as resource personnel in seeing that vocational education, in due course, is made available to students regardless of sex.

The Council recommends the development and collection of a comprehensive audio-visual resource base within the Division of Vocational Education which can be made available to rural schools on a loan basis.

It is recommended that State supervisors be given the responsibility of requesting vocational education field personnel to provide career information to students, especially by encouraging them to utilize the Division's audio-visual resources.

The report reviews the recommendations made by the Council in its eighth annual report and gives the responses made by the New Mexico State Board of Education.

The final chapter of the report summarizes the major activities of the New Mexico Advisory Council for FY 1978. These included participation with the State Division of Vocational Education in the visitation of one-third of New Mexico's high schools with vocational education programs as well as the eight area postsecondary vocational schools. Other activities included assistance to local advisory councils; promotion of vocational education through public hearings, news releases, and the production of the film, "Moving On"; cooperation with the State Manpower Services Council; and participation in the development of the five-year and annual State plans.

The report concludes with commendations for the State Division with special mention of initiation of efforts to expand and improve vocational education opportunities for inmates in correctional institutions; and development of a cost analysis model for vocational education.

NEW YORK

The ninth annual evaluation report of the New York State Advisory Council on Vocational Education assesses vocational education in the State and makes recommendations to the Board of Regents on the administration, operation, and content of selected vocational education programs.

Council recommendations in the FY 1978 report are in six areas: State plan, evaluation, accountability, career education, adult education, and affirmative action.

Recommendations for the FY 1979 State plan and revision of the five-year plan relate to: measurable objectives; counseling and inservice criteria; programs for the handicapped; child care; an advisory council for an instructional support system for occupational education; and a formula for the distribution of VEA funds that would be fair to all areas of the State.

Four recommendations concerning evaluation include: an updated vocational education evaluation policy; use of on-site evaluation teams; criteria for an evaluation system; and procedures for planning and developing an evaluation system.

Three recommendations in the area of accountability refer to: the SED annual report; measurable outcomes for State plan objectives; and the CETA annual report on outcome data for the 5 percent vocational education funds.

A recommendation on career education refers to a special report approved by SACVE for use in the development of a State plan. Recommendations on adult education refer to the establishment of an SED adult education council with some SACVE cross-representation and improved SED annual adult education reports. The final recommendations are for affirmative action on minority representation in vocational student organizations and for the promotion of sex fairness.

A second section of the report, on the status of past recommendations gives for each of the recommendations of the FY 1977 report, the SED response on action taken and the Council comment on this response.

The third section gives summary reports on various areas of Council activity during FY 1978. Council involvement in the development of both the FY 1979 and the FY 1980 State plans has resulted in the following: broader participation in planning; development of the plan from the "bottom up" and use of regional planning; more State plan hearings; and circulation of early

drafts of the plan to facilitate earlier submission and approval of proposals by LEAs.

Council activities in evaluation have included broadening their understanding of vocational evaluation and recommendations for a State evaluation system. Implementation of such a system has not yet started.

A full analysis of vocational education outcomes for FY 1978 is not yet possible because the SED accountability report is not due until July 1979. The Council, did, however, review the FY 1977 annual report and summarize the percent accomplishment where possible. Data are given by educational level and target population group for accomplishment on measurable outcomes of 100 percent or greater; outcomes of less than 100 percent; outcomes measurable but not reported; and objectives without measurable outcomes. Among major successes identified are: increase of secondary vocational education enrollments by 15 per cent from 1975 to 1976; an unemployment rate of 15 percent among June 1976 vocational education graduates who were seeking employment; and the formation of a new vocational student organization for the health occupations. The unemployment rate for June 1976 graduates compares favorably with the 26 percent rate for 1975 and is considerably lower than the rate for youth in general in New York State.

SACVE has reviewed the annual report of the State Employment and Training Council and finds that it gives a good overview of how CETA funds are used in the State. It does not, however, give a thorough picture of how the program outcomes compare with the goals or plans.

The Council has established procedures for establishing definite relationships with the State Occupational Information Coordinating Committee. SACVE has received the mandate to indentify the vocational and training needs of the State and to evaluate the extent to which these needs are being approached in a coordinated manner. It sees the accomplishment of this mandate as dependent on the operations of SOICC.

In addition to the areas mentioned so far, the ninth annual evaluation report includes summaries of Council concerns in the following areas: affirmative action; local advisory councils; adult education; and career education.

NORTH CAROLINA

The 1978 annual evaluation report of the North Carolina Advisory Council on Education, A Call for Reform continues and advances the ideas expressed in its 1977 report, A Call to Action, and its 1976 report, A Call for Policy. It is emphasized that the reform called for by the Council does not imply any "major change or upheaval of the current vocational education operations." The Council believes that the "potential for quality vocational education in our State's public schools and community colleges/technical institutions has never been brighter." Within the currently existing legislative framework it is possible for the State Board of Education to provide leadership which could effect the recommended reform in: the method of funding vocational education; the method of curriculum development for vocational education; and the capability of the State to provide qualified personnel for vocational education.

Part I of the ninth annual report develops the Council position on each of these three areas of reform.

The report states that the Council believes that the "total salary for vocational education personnel should be paid from State funds, as are other professional personnel." This would allow the use of local and Federal resources to extend and improve vocational education in the State. It would also meet the requirement of the State Constitution to provide a "general and uniform system" of public education. Funding reform is also necessary if vocational and technical education is to be "the major purpose" of the Community College System as indicated in the State Community College Act. This reform would be facilitated by the implementation of a 1975 Council recommendation: that the State Board of Education develop parallel systems for maintaining financial and enrollment data for the Department of Public Instruction and the Department of Community Colleges.

A second area of reform -- improvement of articulation between and within secondary and postsecondary vocational education -- was adopted by the State Board of Education as one of its continuing goals for 1978. The Council recommends the utilization of the "James Sprunt-Duplin County Curriculum Model" in which a vocational education curriculum is built jointly by the public schools and community colleges/technical institutions with support from the State Board of Education and appropriate consultation with employers.

In the call to reform the organization and capability of the State to provide qualified personnel for vocational education, the report notes the current need for 379 vocational teachers in North Carolina. The Council recommends that the Board of Governors and the State Board of Education initiate closer coordination in the

area of vocational and technical teacher education to provide in-service training, continuing education and field-based degree programs.

Part II enumerates and comments on the components of annual evaluation reports as listed in Volume 42 of the Federal Register.

The North Carolina five-year and annual State plan for 1978 included statements of eleven goals. These were broad in scope and were stated without reference to standards by which their effectiveness could be measured. The Council in cooperation with local advisory councils conducted 76 public hearings during which 2190 persons ranked these goals according to relative priority. The Council commissioned and has completed a study directed towards one of these goals under the title: Statewide Assessment/Evaluation of Occupational Programs for Disadvantaged and Handicapped Students. This study established that while these programs have been effective, they have also been very narrow in scope. The Council is currently involved in the implementation of another goal which calls for joint participation with the State Board of Education in developing a State plan for guidance and counseling.

The Council is not able to include in its report a review of program evaluation results developed by the State since an evaluation scheme has not yet been adopted.

The Council believes that the distribution of Federal funds according to the State plan is in compliance with the law and regulations. It repeats, however, its earlier recommendation for full State funding of the basic vocational education program, with Federal funds allocated for: innovative, exemplary, and demonstration programs for special needs populations; research; and curriculum development.

The SACVE report comments on several features of the 1977 annual report of the North Carolina Employment and Training Council and indicates full support on most issues.

The text of a joint resolution of agreement to cooperate adopted by the State Board of Education and the North Carolina Employment and Training Council is included in an appendix to the SACVE annual evaluation report. This indicates the beginning of a consistent, integrated and coordinated approach towards meeting the needs of programs assisted under the Federal vocational education and related acts.

Part III includes comments on the following: progress made on the Council's previous recommendations; status of local advisory councils; and the status of the State Occupational Information Coordinating Committee.

NORTH DAKOTA

The ninth annual evaluation report of the North Dakota State Advisory Council for Vocational Education is organized around the following topics: vocational education effectiveness; program evaluations; distribution of funds; response to 1977 SACVE recommendations; manpower services council; identification of vocational and employment and training needs; and Council recommendations for 1979. Six evaluation committees of the advisory council prepared the subject matter of the report.

Effectiveness of vocational education program in achieving the goals and objectives set for FY 1978 in five-year and annual State plan was evaluated by comparing the number of programs and the student enrollment planned with the actual attainment. By these criteria the effectiveness of most programs was either outstanding (attainment level 100 percent or above) or excellent (attainment level between 80 and 100 percent). Council comments suggest that some reassessment is indicated in programs in adult vocational education.

Among the services evaluated SACVE finds that the goal attainment for handicapped and for disadvantaged students enrolled at the secondary level is low. There is need for procedures for identifying these students. There is also some difficulty in providing matching funds under the new legislation.

SACVE reviews achievement and commends SBVE for services in the areas of vocational guidance for youth and adults; research and demonstration projects; and curriculum development. While the number of teachers in many vocational education fields appears to be adequate there are potential shortages in distributive education and industrial arts.

A committee of the Council reviewed the program evaluation results developed by the State Board for Vocational Education. The UND Bureau of Educational Research and Services conducted an assessment of five multi-district Centers. In addition, State Board staff participated in North Central Association evaluations in five secondary schools. Postsecondary evaluation included a survey by one institution of its 1972 graduates in all curriculum areas except LPN. There was no formal evaluation of adult programs in 1978. Each educational agency conducts a followup study on the status of the previous year's vocational program completers or leavers with marketable skills. This study is conducted in January. SACVE recommends an additional followup at least two years after program completion.

The ninth annual report includes a comparative analysis of the distribution of Federal, State and local funds for FY 1977 and FY 1978. Breakdowns are given by program, by support services,

and by educational level. Among the SACVE comments on the analysis are the following:

> It should be noted that Federal funds comprise less than 15 percent of the total reported expenditures for vocational education in North Dakota for Fiscal Year 1978. This follows a continuing sharp decline in the ratio between Federal and State/local funding. This is of grave concern to the SACVE and should likewise be to the North Dakota State Legislature and the SBVE, because of the increasingly inflexible and burdensome Federal rules, regulations and guidelines which govern the expenditure of the far larger amount of State and local funds.
>
> Federal legislation is forcing states to prioritize funding according to Federal priorities rather than State and local needs. For example, there has been a continued decline of Federal basic grant support for regular programs to meet overall vocational education needs and at the same time has been an increase of almost 100 percent in Federal dedicated funds for Disadvantaged programs.

A review of the actions taken by SBVE on the recommendations of the FY 1977 SACVE report shows for the most part, positive and productive results. Council comments are given for each SBVE response.

The SACVE comments on the reports of the Manpower Services Council stress the need for coordination with other ongoing manpower programs in order to be able to adjust to needs that are not presently being met through the basic CETA services.

A committee of the Council reviewed material submitted by the North Dakota State Employment Security Bureau, CETA, and the State Board for Vocational Education with regard to vocational education and employment and training needs in North Dakota. The conclusion is reached that such needs are being identified and that existing programs are providing a coordinated approach toward meeting them.

The recommendations included for 1979 are as follows:

- It is recommended that the SBVE implement a course of action that will have an impact on increased financial support for adult education that will result in program and enrollment increases in adult vocational education.
- It is recommended that the SBVE develop and implement an exemplary or innovative postsecondary

program to provide additional vocational education opportunities for handicapped persons.

- It is recommended that the SBVE adopt a systematic procedure for the evaluation of vocational education programs in the State of North Dakota.

- It is recommended that the SBVE continue to utilize its flexibility to determine the most effective use of State appropriated funds in meeting the vocational needs of the State. Further, if these State funds, which are part of the overall State Plan for Vocational Education, must be expended in the same manner as Federal funds it is recommended that the SBVE initiate appropriate action to:

  - seek alternative means of meeting mandates in spending State monies in compliance with Federal regulations; and

  - seek assistance in the interpreation of the Federal guidelines governing the use of non-Federal matching and non-matching monies.

- It is additionaly recommended that the SACVE establish a firm liaison with the National Advisory Council on Vocational Education to address the above recommendations.

- It is recommended the SBVE request from the Legislative Assembly vocational education funding to provide for a full time staff supervisor for Health Occupations.

- It is recommended the SBVE urge that all government agencies and industrial development organizations proposing new or expanded programs be required to provide employment and training impact statements in addition to all other State regulatory applications.

- It is recommended that the SBVE and SACVE implement a cooperative effort to secure adequate Federal funds for vocational education program activities within North Dakota and the United States.

NORTHERN MARIANA ISLANDS

The State Advisory Council on Vocational Education of the Commonweath of the Northern Mariana Islands submitted its first annual report for FY 1978. The Northern Mariana Islands, previously a part of the Trust Territory of the Pacific Islands, was granted a separate status from the rest of the Trust Territory by virtue of the adoption of a Covenant to establish a Commonwealth with the United States. The separate status became effective with the assumption of a Constitutional government on January 9, 1978.

At the present time the thrust of economic development is towards tourism, although the major employers are the government of the Northern Marianas and the Trust Territory. Agriculture, small industries, and fisheries represent the most often mentioned potential areas of development. Construction and related public services currently employ over 1,700 alien laborers from the Philippines, Japan, Korea, and other nations. SACVE is concerned that programs in the schools be oriented towards the elimination of the need for imported skills and a greater ability to meet local needs with local manpower.

The report gives the enrollment by ethnic group and by vocational program at the following schools: Marianas High School (grades 10-12); Hopwood Junior High School (grades 8-9); Rota High School (grades 8-12); and Tinian Junior High School (grades 8-10).

The Council includes in its report ten recommendations to the Board of Education which are based on the findings of the Evaluation Committee, public hearings, meetings with teachers and students, and visitation of schools. The recommendations are as follows:

> That the Board of Education take a leadership role in exploring ways to initiate a unified vocational education program in all junior and senior high schools in the Northern Marianas. That a Task Force be appointed to study the present vocational programs and their effectiveness in relation to the goals of the Commonwealth of the Northern Marianas. That the Task Force present to the Board viable vocational education curriculum guidelines which the Board could use as a basis for making decisions leading to the improvement of vocational education programs in the Northern Marianas.
>
> That the Board of Education develop a policy of financing vocational education subject areas based on priority program needs rather than soley on enrollment with at least 50% of the funds being designated to make the distribution of programs, equipment, and facilities more equitable.

The Advisory Council feels that the existing programs, particularly Hopwood Junior High, Tinian Junior High, and Rota Junior High need additional funds to purchase necessary supplies, tools, and equipment for school year 1978 and 1979.

It is recommended that the Board of Education advise the Department of Education to reprogram and utilize funds earmarked for new programs to existing programs where the need is greatest.

To ensure that students receive proper and stimulating experience and continuity in their daily instruction, it is recommended that the Board of Education encourage the Department of Education to include in its annual programming and planning a systematic and efficient way of maintaining and repairing tools and equipment used in vocational education programs along with preventative maintenance and care as part of the instruction.

That the Board of Education urge the Department of Education to seek an interim solution to improve the agriculture program of Rota High School. That a larger, more suitably located parcel of land be acquired so that students will have ample land to work on and experiment with various crops.

That the Board of Education direct the Department of Education to utilize Fiscal Year 1978 Vocational Education funds for Minor Remodeling of facilities to alleviate the situation in both Tinian and Rota High Schools.

That the Board of Education consider Rota High and Tinian Junior High as "Disadvantaged" for the purpose of allocating funds under that category.

Vocational courses at Hopwood Junior High should be restructured so that concentration should be on practicum/ laboratory work permitting actual skills training with the related equipment or materials of the field studied.

That the Board of Education explore more effective methods, techniques and local resources for improving and implementing inservice education opportunities for vocational teachers. That university or college courses in vocational programs be made available to vocational teachers in conjunction with the department's inservice program

for teachers in other fields during the school year. Such inservice training should be geared towards the certification of vocational teachers.

That the Board of Education encourage the Department of Education to initiate programs for the handicapped. This should encompass full cooperation among the coordinator of Vocational Rehabilitation, Coordinator of Special Education and the Director of Vocational Education. The plan should be oriented towards special programs concentrating on vocational skills.

The Commonwealth of the Northern Marianas did not have an established State Manpower Services Council in FY 1978. SACVE expects, however, to be able to submit comments on the annual report of the SMSC in Fiscal Year 1979.

A State Occupational Information Coordinating Commitee has been established and has initiated preliminary action towards the establishment of a statewide occupational information system.

An appendix to the report gives data on vocational education enrollments by school and by program and statistics on alien employment by occupational group and by nationality.

OHIO

The introduction to the FY 1978 annual evaluation report of the Ohio Advisory Council on Vocational Education states that it has been developed to fulfill the reporting requirements of the 1976 Federal legislation, P.L. 94-482. It is noted that the Ohio SACVE serves also as the Council for career education.

The next section includes a listing of Council recommendations from the report of the previous year. For each one the implementation actions of the Division of Vocational Education during 1978 are given. This is followed by seven recommendations to the State Board of Education for 1979, each one prefaced by a brief statement of need. The recommendations are as follows:

- That the State Board of Education seek additional funds for the continuous replacement and upgrading of laboratory and shop equipment used in vocational education.

- That the State Board of Education encourage the Department of Education to intensify efforts to improve coordination of efforts among the Division of Vocational Education, the Division of Special Education, the Ohio Rehabilitation Services Commission, and the Ohio Department of Mental Health and Mental Retardation in communication, planning, and implementing programs for handicapped students, and in developing plans for inservice training of vocational education instructors in working with handicapped students.

- That the State Board of Education seek additional funds to provide for adequate numbers and improved compensation of personnel in administrative roles in the Division of Vocational Education and in local Vocational Education Planning Districts.

- That the State Board of Education encourage the appointment of a placement coordinator in each Vocational Education Planning District in an effort to place all vocational trainees in suitable jobs.

- That the State Board of Education encourage the Department of Education to participate in program articulation efforts among technical colleges, community colleges, regional campuses of state universities, and public, private and proprietary schools.

- That the State Board of Education continue to encourage the Division of Vocational Education to take the necessary steps to attract women and minorities in the program areas of vocational education and to make a maximum effort to eliminate all discrimination in vocational education.

- That the State Board of Education encourage the Division of Vocational Education and the Comprehensive Employment Training Act administrators to increase their efforts to seek occupational preparation solutions to unemployment through available vocational education facilities and expertise and to coordinate the use of facilities and equipment.

The section on the State plan lists 13 objectives relating to numbers of people served in specific programs. For each objective there is given the actual count for 1977 and the counts projected for 1979 and for 1983. It is stated that these projections are a summary of local education projections based on the assumption of adequate funding.

Analysis of job placement data included in the report shows that vocational graduates in Ohio had an unemployment rate of only 7.28 percent while the total Ohio unemployment rate for youth of 21 years and under was 32.3 percent for the past year.

One of the outstanding features of vocational education programs in Ohio is the system for evaluating these progress, Program Review for Improvement, Development, and, Expansion of vocational education and guidance, or PRIDE. Now in its second five-year cycle PRIDE has been used with over 8,395 vocational units in all vocational education planning districts representing more than 600 Ohio public school districts. SACVE finds that because of PRIDE vocational guidance and State-level planning have improved.

The Council report includes a breakdown of allocation of funds by Federal, State, and local for the 1979 one-year plan according to the sub-parts of the State budget. A similar breakdown is given for the five-year State plan using authorization figures. Actual expenditures are given for FY 1977.

SACVE has endeavored to assess the extent of coordination of efforts in the total area of vocational education and training. The Council is pleased that SOICC is organized and has established goals and guidelines. The Division of Research and Statistics of the Ohio Bureau of Employment Services offers an Ohio Career Information System not only through occupational briefs but also through local terminals of a central computer system.

A positive attitude of cooperation is in evidence between Rehabilitation Services and other agencies concerned with vocational training of the handicapped. A breakdown is given by prime sponsor of the allocation and percent distribution of Supplementary Vocational Education 5 percent funds for FY 1977.

A concluding section of the report summarizes the continuing concerns of the Council in the areas of student absenteeism, unemployed and underemployed youth, interrelationships and coordination, dissemination of information, new approaches to energy technology, rehabilitation of younger persons, youth organizations, and relationships of vocational education to the knowledge, training, and skills needed for the defense of our country.

OKLAHOMA

The annual evaluation report of the Oklahoma Advisory Council for Vocational-Technical Education for FY 1978 begins with an introductory discussion of major council activities. In addition to scheduled quarterly meetings these included publication of a handbook on organization and operation of local advisory committees, participation in activities of related organizations, and visitation of selected State facilities.

Section I of the Evaluation Review gives projections for new programs at each level for FY 1979 as indicated in the State plan; new or expanded programs funded during FY 1978; and new buildings to be opened in FY 1979.

Section II, State Evaluation Reports Review, indicates that within the past six years of evaluation the State has completed one full cycle. Criteria are listed for program review and for product index. Results are given for FY 1978 program evaluations. Illustrative data show that on a 5 point scale programs evaluated in the four largest metropolitan areas ranged from 3.99 to 3.68. In a non-metropolitan setting the range was from 3.52 to 3.41. For 16 non-urban schools with two programs each the overall average was 3.65. The product index for placement of graduates in agriculture was somewhat improved by conversion of production agriculture programs to agribusiness.

Section III, Review of Federal Fund Distribution, gives FY 1979 projections by educational level, by target group, and by research.

Section IV, Identification of Needs and Assessment of the Extent to Which Agencies are Acting Jointly to meet these needs, expresses the opinion that in general needs have been identified and are being met. An unemployment rate of less than three percent in the State's major job markets is taken as evidence that demand-supply factors are almost in equilibrium. An exception exists in the case of miniority youth and yet not all training slots in the principal area schools are filled.

Section V comments on the reports of the State Manpower Services Council. Data are given for FY 1977 showing categories of clients and distribution of expenditures.

The Council includes in its report the following recommendations for the coming year.

It is recommended that:

> The State Department of Vocational-Technical Education take positive steps toward getting information into vocational-technical education at the secondary level that place more

emphasis on economic concepts of the American enterprise system; productivity of the individual and nation; desirable work habits and employees' personal responsibilities; job applications and interviews. And that the vocational-technical horizon be broadened by placing more emphasis on preparation for supervisory technical positions through the postsecondary technical collegiate programs under the State Regents for Higher Education.

The State Department of Education ensure that at least a familiarization course on the philosophy of vocational education be put into requirements for a school adminstrator's certificate.

The State legislature and the State Department of Education, through the State Textbook Commission, amend the law regarding submission of textbooks for adoptions so that the time period between selections (five years) be reduced in the case of curriculum materials for vocational-technical education. The Midwestern Curriculum Consortium and the Oklahoma State Department's Curriculum Centers, both at Stillwater, develop materials adapted to the rapidly changing requirements for current skill training in our society. These materials are used by many states that obtain them from Oklahoma, yet unless some offering is presented to the textbook commission at the present timed interval a waiting period can, if too long, reduce the value of such materials. There is a vast difference between teaching materials for vocational-technical education and academic subjects, which do not change in content as often.

The United States Congress amend current law regarding the Comprehensive Employment Training Act (CETA) so that the five percent of funds for vocational education sent each of the states be transmitted directly to the State Board of Vocational Education, rather than being funneled through the separate governor's offices to prime sponsors. (In this recommendation we concur with a position taken by the American Vocational Association.

The evaluation instrument used by the State Department include in its "Criteria for Product Index," Item 3, addition of the language following a common, " or enrolling in the same or a related field at the collegiate technical level." (The criteria now states only: "the percentage of students retained for additional training in programs extended beyond one year.")

Previous recommendations that a public information program on vocational education be energized are reaffirmed. The Council professes disappointment that more tangible results of an active program are not apparent, notwithstanding the Department's acceptance of our previous recommendations and those of a special task force appointed by the admininstration.

That the legislature repeal or amend a 1978 law which set up a State Clearing House in the Department of Libraries, which requires that all State agencies deposit 25 copies of any publication with the Clearing House, for these reasons: Curriculum materials are publications and at times rather costly per unit, which would place a financial burden upon the 12-State curriculum consortium of which Oklahoma is a part and the operative agency.

Manuals developed for the Special Schools Division of the State Department, used for training persons for new industry, could if properly used reveal trade secrets and operative plans of a competitive industry, yet under the law are publications of a State agency. Intent of the legislation may have been good but it is too inclusive, improperly drawn, and inequitable.

The State Occupational Information Coordinating Committee retain the 11-State sub-State planning regions as a basis of grouping, rather than the proposed eight regions, which would prevent much confusion over the difference in regional boundaries, as they exist under the present system.

The Council report includes a section on general concerns. Among these is the difficulty of program expansion under the present Federal funding regulations. With 45 percent of the basic State grant tied to mandatory set-asides for the disadvantaged, the handicapped, and postsecondary occupational training; and with the local matching fund requirement having to be met in many cases by State funds, the availability of funds for new or expanded programs has been effectively diminished. It is felt that when funds are Federally mandated for target groups that 100 percent Federal funds should be appropriated. A second concern is the necessity for consideration of values to students other than job availability in programs such as production agriculture. Vocational training in the Oklahoma Corrections System is of interest to the Council, who visited the Lexington receiving center during one of their meetings. Oklahoma does not have State Department supervised vocational training personnel in juvenile detention places. Its work is with those classified as adults.

The Council concludes its report with a description of the computer-aided drafting lab at Oklahoma State Tech, where more than 150 full time students are enrolled in three drafting programs.

OREGON

Part One of the FY 1978 report of the Oregon State Advisory Council for Career and Vocational Education covers a Council study on inservice for vocational education personnel. The report characterizes the study as "a basis for planning and implementing future inservice experiences for vocational education personnel." Study procedures included a questionnaire survey of secondary and community college vocational education instructors and structured interviews with both users and providers of inservice vocational education. Summaries are given for questionnaire and interview responses. Conclusions and recommendations, with some special commendations complete this section. The recommendations are given below.

> The State Advisory Council for Career and Vocational Education recommends to the State Board of Education, The State Board of Higher Education, the Educational Coordinating Commission and the Teacher Standards and Practices Commission that they collectively and, where appropriate, separately:
>
> - Foster and guide boards and administrators in local education agencies to support and encourage the establishment and operation of inservice programs to serve the inservice needs of vocational education teachers and administrators.
>
> - Advise boards and administrators in local education agencies that the frequency and kinds of inservice should be decided in cooperative endeavor by boards, administrators and teachers, should consider the preferences of "users" described in the conclusion above, and should be characterized by released time, continuity and comprehensiveness.
>
> - Design and empower a conversion formula so that the hours accumulated by vocational education teachers and administrators in skill upgrading, updating and retraining will apply as acceptable credit toward local education agency inservice requirements and/or State certification.
>
> - Designate and appoint community colleges to perform a major role in the provision of inservice for their own and for secondary school vocational education teachers and administrators and enable college credit for inservice programs through community colleges to be applied toward local education agency requirements and/or State certification.

- Endorse and support representation from and involvement of business, industry and labor inservice for vocational education teachers and administrators and endorse and support the continuous participation of vocational education teachers and administrators in work experience in skill upgrading, updating and retraining through business, industry and labor.

- Assist and aid vocational education teachers and administrators in local education agencies to plan, implement and sustain model inservice recognized and accepted by vocational education personnel as practical and applicable.

- Appoint and promote the Oregon State University Personnel Development Center as the primary resource for Statewide inservice needs assessment and as the provider and coordinator of inservice in pedagogical and technical skills for vocational education teachers and administrators.

- Continue to support the partnership between Oregon State University and the State Department of Education for overall planning and coordination of inservice for vocational education teachers and administrators.

- Advocate the enlargement of the membership of the policy board established pursuant to the partnership between Oregon State University and the State Department of Education to include at least one vocational education teacher from a secondary school, one vocational education administrator from a secondary school, one vocational education instructor from a community college, and one vocational education administrator from a community college.

- Create and maintain a communications network, including a common calendar of vocational education inservice activities, that will directly serve the information needs of vocational education teachers and administrators in local education agencies.

The State Advisory Council for Career and Vocational Education recommends:

The State Department of Education and Oregon State University examine the literature for current studies of inservice for part time community college vocational instructors.

If none are available, it is recommended that the State Department of Education and Oregon State University conduct such a study.

Part Two of the ninth annual evaluation report includes brief sections on the following: calls for action reflected in three Council public meetings; present status of local advisory Councils; status of the Oregon Occupational Information Coordinating Committee; and Council comment on the Oregon Manpower Council 1977 report.

PENNSYLVANIA

The Pennsylvania State Advisory Council on Vocational Education devotes the last chapter of its ninth annual evaluation report to a consideration of the topics called for in the Federal regulations for implementing Public Law 94-482.

The report states that the Council was not able to offer an assessment of accomplishment of program goals as set forth in the five-year plan and the annual program plan for three reasons: the five-year plan has not been in effect long enough to have had any discernible impact on the activities of the 1977-1978 academic year; the State accountability report will not be available until autumn 1979; and the structure of both five-year and annual plans is not conducive to evaluation, given the absence of measurable objectives.

Council has reviewed the evaluation by the State of vocational education programs and finds that the format used by the Bureau of Vocatiocal Education does not in fact evaluate the quality of program or service offered. SACVE regards the need to upgrade the evaluation process as critical and stands ready to assist in the development of evaluation instruments and techniques.

The Advisory Council reviewed the projected distribution of Federal, State and local funds for Fiscal Year 1978 and found that the actual allocation of Federal funds met the requirements of the law.

Council gave serious consideration to the requirement calling for identification and assessment of the extent to which there exists a consistent, integrated approach to meeting the vocational education and employment and training needs of the State. To date it has been able to confront this matter only partially but does intend to pursue this mandate vigorously in the next year. The present conclusion is that Pennsylvania does not now have a consistent, integrated, and coordinated approach to meeting the vocational education and employment and training needs of the State. A broad-based system of information on what is presently being done by the various providers of vocational educational and employment training is considered to be an essential first step.

The SACVE ninth annual report includes comments on the reports of the State Manpower Services Council with suggestions for improved followup procedures for those terminated from CETA programs; a Statewide manpower policy; closer working relationships among the providers of education and training; and use of placement rates as primary criteria for evaluation.

Other sections of the ninth annual evaluation report were devoted to the following Council activities: staff research for vocational education in correctional institutions; workshops and conferences

on sex-based barriers to vocational education, on planning for education for the handicapped, and on CETA/vocational education cooperation; and the sponsoring of public meetings in Allentown, Altoona, Pittsburgh, and Philadelphia.

There is also an analytical statement on the current five-year and annual State plans for vocational education noting the absence of elements which denote anticipated action and calling for reform according to the highest current standards of institutional planning.

A section on the status of vocational education includes eleven tables of data on enrollments, expenditures and membership in vocational student organizations.

The report includes an analysis of the progress made on previous recommendations fo the Advisory Council to the State Board; comments on the present status of the State Occupational Information Coordinating Committee and on the functioning of local advisory councils and makes the following recommendations for the coming year:

- The Advisory Council recommends that the State Board of Education direct that there be an editorial renovation of the State Plan for Vocational Education with particular reference to the following needs:

  Abstract from the goal analysis section a clear and concise definition of the responsibility of the elements of the Plan to be accomplished by each office, bureau, agency, and board which has been named as a participant.

  Develop and report a strategic concept which includes priorities, designates task forces or special operation groups, sets time tables, and provides for progress reports.

  Elimnate all descriptive and current status material that does not related to the planning rationale or policy options over the next three years.

  Summarize all the above in context of an accountability system which provides for a continuous evaluation and reporting of progress to all concerned.

  The Advisory Council further recommends that the Plan be resubmitted for consideration and approval after the above needs have been met.

- The Advisory Council recommends that the State Board of Education direct the Department of Education to prepare a program of action with specific measures designed to eliminate barriers to vocational education which are based on sex, and that the Bureau Equal Educational Opportunity be advised of the Advisory Council's interest and willingness to help.

- The Advisory Council further recommends that the State Board of Education direct the Department of Education to prepare a program of action with specific measures designed to eliminate barriers to vocational education which are based on minority status or designation.

- The Advisory Council recommends to the State Board of Education that it direct the Department of Education to use monies available for Career Education for programmatic and administrative costs only. Furthermore, the Advisory Council again recommends that the Career Education Advisory Council be merged with the State Advisory Council on Vocational Education.

- The Advisory Council recommends to the State Board of Education that it recognize the importance of job placement services for vocational education students (part time and full time; pre-graduation, and immediate post-graduation), and that it (the State Board) change its interpretation of Section 120 of the Vocational Education Amendments (P.L. 94-482), an interpretation which presently prevents use of basic grant monies for job placement services.

  The Advisory Council supports the concept of cooperative arrangements with the Bureau of Employment Security.

- The Advisory Council recommends to the State Board of Education that it direct the Department of Education to fully implement P.L. 94-482 (the Vocational Education Amendments of 1976) and P.L. 94-142 (The Education for All Handicapped Children Act of 1975). The Advisory Council further recommends that such implementation be coordinated with the activities of the Bureau of Vocational Rehabilitation of the Pennsylvania Department of Labor and Industry.

- The Advisory Council recommends to the State Board of Education that it require the representation of vocational directors or designees in the preparation of individualized Education Programs (IEP's) when vocational education is under consideration as a potential part of the IEP for the handicapped student.

- The Advisory Council recommends that the State Board of Education direct the Department of Education, in cooperation with the Bureau of Vocational Rehabilitation of the Department of Labor and Industry, to increase the number and availability of inservice programs for vocational educators (administrative and classroom) on the subject of meeting the vocational education needs of handicapped children.

- The Advisory Council recommends to the State Board of Education that it thoroughly review the performance and status of all cooperative education and vocational education work-study programs to assure that such programs are properly supervised and fulfill educational objectives that are directly related to the instructional program of the student.

- The Advisory Council recommends that the State Board of Education and the Pennsylvania Department of Education act to modify its definition of postsecondary education to read:

  > "Postsecondary Programs are for (1) persons who have completed or left high school; (2) persons who are enrolled in State approved organized programs of study for which credit is given toward an Associate Degree; and (3) persons who are not enrolled in programs designed as Baccalaureate or Higher degree."

  Postsecondary Programs shall be interpreted to include the first 60 credits of four-year programs and programs provided at area vocational-technical schools and comprehensive high schools if such programs otherwise meet the provisions of the above definition.

  The Advisory Council recommends that the State Board adopt standards to implement Act 346.

  The Advisory Council further recommends that the State Board adopt a set of procedures to permit the determination of the eligibility of a program as a

postsecondary program regardless of the type of institution at which it is offered.

The Advisory Council recommends that the policy adopted assure equality among institutions for funding for postsecondary programs.

- The Advisory Council recommends to the State Board that more consideration be given to establishing General Equivalency Diploma testing centers in vocational schools, community colleges, and other appropriate learning centers located in those areas of Pennsylvania where centers do not now exist.

  A G.E.D. Preparatory/Tutoring Program for those persons desiring a refresher course should be given in the five areas of examination (English, Social Studies, Science, Math, and Literature).

  The centers should make available both the English and Spanish versions of the examinations.

- The Advisory Council recommends that the State Board encourage the PHEAA Board of Directors to eliminate the PHEAA application questions regarding previous convictions. Such questions are stigmatizing, if not disqualifying.

- The Advisory Council recommends that S.B. 529 be amended to include a school superintendent, and three officials (the Attorney General, the Commissioner of Corrections, the Commissioner of Basic Education) be ex officio members of the school board and three members be appointed by the Secretary of Education.

- The Advisory Council recommends to the State Board that the Commissioner of Basic Education direct the Office of Correction Education to develop a uniform approach for approving vocational education courses based on labor market projections.

- The Advisory Council recommends that the State Board and the Secretary of Education establish accreditation standards and evaluation criteria for correctional institutions which are consistent with non-correctional programs.

- The Advisory Council recommends that the State Board take steps to resolve the disparity and assure adequate funding between correctional educators' salaries and those of local educators.

- The Advisory Council recommends that the State Board direct the Pennsylvania Department of Education to encourage the establishment and maintenance of education standards. Council further suggests that procedures for measuring education quality should account for predictable variance.

- The Advisory Council recommends that the State Board and the Secretary of Education emphasize the need for correctional education program planning which assures flexibility to meet the varying needs of students. Particular attention should be given to the needs occasioned by the varying lengths of stay of those who are incarcerated.

PUERTO RICO

The ninth annual evaluation report of the Commonwealth of Puerto Rico Advisory Council on Vocational, Technical, and High Skills Education begins with a display of the organization, funding, and staffing data for FY 1978.

The analysis of data for evaluation of programs was done by a mail response survey of teachers, students, coordinators, and employers. The total sample numbered 1,216; the number of responses used in the analysis was 565.

Special categories of students surveyed included disadvantaged students and students in cooperative programs. Other group respondents were: vocational teachers working with disadvantaged students; coordinators working with disadvantaged students; employers participating in cooperative program. The subject matter areas included in the survey were: distribution and marketing; vocational/industrial; health related occupations; business and office occupations; and vocational agriculture. Tables of data show the mean response of each population group, by subject matter area, to a selected list of statements, using a disagree - agree scale of one to three. The following data are illustrative. The mean response rate of employers in distribution and marketing was 3.0 to the following statements: employers recommend the program; students accept supervision; school must improve teaching of academic skills; employers would like to continue participation in the program.

The report includes a summary of conclusions and recommendations for teachers and students in the disadvantaged group and for coordinators, employers, and students in the coordination with industry group.

Data are given showing distribution of State and Federal funds in the FY 1978 budget. Council comment on this distribution is that it is in accordance with Federal guidelines.

Enrollment goals are given for occupational and non-occupational programs. Total enrollment goals were exceed by 0.4 percent. The occupational enrollment goal was not fully met but the non-occupational goal was exceeded. The largest increase was in industrial arts.

The State Occupational Information Coordinating Committee has been organized but has not as yet taken any specific action towards implementation of an occupational information system.

The Council is of the opinion that although there is still much to be desired in the attainment of a consistent, integrated, and coordinated approach to meeting the employment and training needs of Puerto Rico, some positive efforts were made to meet this goal during FY 1978.

The report concludes with the following recommendations to the Commonwealth Board.

- Commitment for effectiveness in the program through the following means:

  Curriculum revision in accord with the special needs of students and in harmony with the demands of the world of work.

  Provision of teaching materials and books for individualized instruction.

  Provision for the improvement of the students' academic skills, particularly in English, Spanish and mathematics.

  Updating of equipment in line with that used in industry, and providing the necessary funds for repair services for equipment and facilities.

  Improvement and expansion of the guidance services offered to students.

  Revision of the procedure for the selection of students and providing for teacher participation in this process.

  Provide a strong preservice and inservice teacher-training program.

  Establish an evaluation of inservice teacher-training program to ensure that the objectives of the program are attained.

  Express the objectives of the Annual Program Plan in measurable terms, appropriate to the basic skills, taking into account individual differences and learning needs.

  Provide a strong promotion for the program to ensure public acceptance and endorsement of the courses.

  Improve school-industry coordination to ensure employer participation in curriculum revision, and student and graduate placement in industry. Organize effective advisory councils to obtain

from the community the feedback needed to improve the vocational programs.

- Commitment for effectiveness in the programs for the disadvantaged groups:

  Improve student selection and identification.

  Provide special teaching materials.

  Revise instructional programs and curriculum in accord with the special needs of students.

  Evaluate the academic skills of the students before admitting them to the courses.

  Provide a sound guidance program to acquaint disadvantaged groups with the world of work, and provide placement services, wherever possible.

- Continue increasing the coordination efforts of the Program with all agencies and organizations interested in meeting the employment and training needs of the Commonwealth.

- Improve the followup procedures at the vocational schools to facilitate the location of graduates and the production of statistics on this subject.

- Strengthen during FY 1979 the production of curriculum materials to cope with the needs of the different Subprograms. This will require the strengthening of the unit in charge of the preparation of such materials at the Department's level.

  In order to facilitate the evaluation of the distribution of Federal funds in the Program during FY 1979, Subprograms' priorities in the allocation of such funds should be clearly specified in the Program's official documents.

  Followup during FY 1979 on the SOICC work plan, actions taken, and recommendations made, and see to it that the occupational information system called for by P.L. 94-482 is developed and implemented.

RHODE ISLAND

In its 1978 annual evaluation report the Rhode Island State Advisory Council on Vocational Education begins by examining the status of each of the nineteen recommendations made in the Council's 1977 report. Adoption or implementation are viewed in terms of action taken or contemplated.

Then the results of the Council's evaluations of two program/service areas of statewide significance are reported - state leadership for sex equity in vocational education and local advisory councils on vocational education. Attention is given to the Bureau of Vocational Education's extensive program of providing inservice training, technical assistance and policy advice to education, government and business in order to enhance sex equity in vocational education programs. As for local advisory councils on vocational education, the Council also looks at their composition and activities.

Next, "Learning for Work - 1978" focuses on the Bureau of Vocational Education's development of a statewide evaluation system as required under Public Law 94-482. The activities of Bureau staff in learning about statewide evaluation, the involvement of local education agencies in designing instruments and the development of an evaluation process are examined.

As required under the Federal guidelines, the Council then analyzes the distribution of Federal vocational education funds during the 1977-1978 program year. Expenditures, both projected and actual, are looked at in terms of grantees, program area and goals and objectives in the five-year plan for vocational education in the state.

The Council also comments on the report of the State Manpower Services Council (SMSC) submitted in 1978. This is followed by a summary of the joint identification, by the SACVE and SMSC, of the vocational education and employment and training needs of the state, and the joint assessment of the degree to which programs meet such needs.

Finally, "Learning for Work - 1978" presents a summary of findings and recommendations. These represent the Rhode Island SACVE's position with respect to where Rhode Island is and should be going in vocational education.

The recommendations listed in the ninth annual evaluation report include the following:

- In addition to requiring, in the proposed regulations for the facilities, mandatory tuition of sending or participant communities, the Bureau of Vocational Education should continue to explore alternative

methods of achieving proportionate enrollment among all the communities in the state. Such alternatives should include a method of providing excess cost reimbursement (presently under study by the Bureau) to sending communities, as well as a means of enabling communities under the regulations to turn the area facilities into skill centers.

The Board of Regents should adopt regulations for the area facilities in sufficient time for their implementation during the 1979-1980 school year.

- The Bureau of Vocational Education should continue to encourage the development of satellite programs and extended day programs in the area vocational-technical facilities.

  Rhode Island Junior College should continue to expand its use of the area facilities for post-secondary programs during the afternoon and evening hours.

- The Board of Regents should provide, in its annual budget, vocational education program funds, in addition to state funds already committed to vocational education, equal to one-half the annual vocational education Federal grant to Rhode Island.

- The Bureau of Vocational Education should continue its exemplary effort of encouraging improved sex equity in vocational education programs through the provision of inservice training, technical assistance and policy advice.

- Local Advisory Councils on Vocational Education (LACVEs) should comply immediately with membership requirements of the Federal law and regulations.

  The Bureau of Vocational Education should closely monitor LACVE compliance with respect to mandated duties and membership.

  If the Bureau finds LACVs in continued noncompliance, it should withold Federal funds to the LEAs or agencies served by the LACVEs until such compliance can be shown.

  The Bureau should further encourage LEAs to designate advisory committees attached to area vocational-technical facilities as their LACVEs.

- The Bureau of Vocational Education should continue to coordinate its evaluations with the New England Association of Schools and Colleges in order to avoid imposing unnecessary burdens on LEAs.

- When requests for proposal (RFPs) are employed to distribute funds, it is recommended that the Bureau expand its notification process to include not only superintendents of schools, but also principals, department heads, guidance departments, agency and program directors as well as advertisements in the local newspapers in order to encourage a greater response.

- The Rhode Island SACVE and the Bureau of Vocational Education should work closely with the State Employment and Training Council (SETC), the CETA prime sponsors and other appropriate agencies in developing a uniform system of selecting, collecting, analyzing and reporting employment and labor market data so that an ongoing needs assessment and evaluation of Rhode Island's vocational education and job training systems can take place. All appropriate agencies should look to the Rhode Island Occupational Information Coordinating Committee for leadership in the development of such a unform system.

SOUTH CAROLINA

The South Carolina State Advisory Council on Vocational and Technical Education submitted as its ninth annual evaluation report a collection of seventeen articles under the title, "Evaluation Digest". This summary will cover a selection from among these articles.

During the 1977-78 school year the Council included in its evaluation efforts site visits to four school districts with area vocational centers and to two technical education institutions. Visiting teams including advisory council members, State vocational education staff members, and instructors from vocational education teacher training institutions spent at least two days at the location of each visit. The general conclusions reached include the following:

- Despite certain Statewide standards, the quality of vocational education programs shows considerable variation, depending greatly on the resources, initiative, commitment, and leadership at the local level.
- Most vocational and technical education instructional personnel are well prepared and well qualified.
- Good vocational educational programs are often seriously handicapped for want of funding for instructional supplies.
- Much of the equipment used is becoming physically worn and technologically obsolete.
- Where occupational instruction is well organized there is excellent morale and no discipline problems.
- Postsecondary technical and other occupational programs could be intensified by the development of competency-based learning objectives.
- Vocational and technical administrative personnel at the local level are consistently capable and well prepared.
- Local advisory committees are under-utilized.
- Guidance counselors at the secondary level do not truly understand the nature of each vocational program and the importance of non-baccalaureate occupations.

- Equipment, support, and teaching environment tend to be better at the area vocational centers than at high schools in the same district.

- Diversified occupational education programs are not being adequately emphasized.

- State-imposed paper work from a variety of agencies is becoming an unreasonable burden at the local level.

The report includes a statement of eleven major goals of the State plan for FY 1978-1982, with comments on progress made toward reaching them. The Council notes that many of the goals are written in a general manner that very nearly precludes objective judgment. Where possible progress is estimated by using data from the Executive Summary of a report prepared by National Evaluation Systems, Inc. for the South Carolina Research Coordinating Unit, May, 1978.

The first six goals refer to the existence of "appropriate vocational education opportunities for: ninth and/or tenth grade students; all secondary students 'who choose it'"; postsecondary students; out-of-school youth; adults; the handicapped and the disadvantaged. The Council comments incorporate data from the source indicated and conclude that the determination of progress in attainment depends on interpretation of the goal statement. The seventh goal relates to innovative programs to meet new and emerging occupations. SACVE finds that the site visits give evidence of the attainment of this goal. Equal access to vocational education programs by both men and women appears to have been attained, although hiring and placing of new employees continue to follow traditional male-female lines. Business and industry give generally good ratings of work habits, attitudes, and attendance records of vocational education graduates, which would seem to indicate that high quality programs are meeting the needs of students and employers. Council has some reservations with regard to this conclusion which are based on observations during site visits. The remaining two goals refer to accessibility of relevant vocational training in all areas of the State and to planning efforts to achieve articulation. Council considers that the first of these has been accomplished ahead of schedule and that substantial progress is evident for the second.

Approximately one-half of the secondary vocational schools were evaluated during the 1977-78 school year by the State Department of Education. The Council reviewed the summaries of these evaluations. Areas of concern to the Council included: inadequate funding for equipment and supplies; desirability of followup

data for program completers after placement; better utilization of local advisory committees; continued emphasis on youth organizations; utilization of inservice opportunities; and documented plans to overcome sex bias.

The report includes a chart showing the distribution of Federal funds for FY 1978.

The Council reviewed the 1977 report of the State Manpower Services Council and, notes some omissions of content which might be considered in future publications. There is an absence of general explanation of programs encompassed by each of the titles. There is no overall total of expenditures, including State level administration.

More information on area manpower planning councils would be helpful. Some explanation of cost per CETA client, especially for Title VI seems desirable.

The SACVE report concludes with commendations and recommendations to the State Board for Vocational Education and the State Board for Technical and Comprehensive Education. The recommendations are as follows:

- A plan should be developed to assure that teachers in all vocational education programs have adequate instructional supplies.

- Non-functional or obsolete instructional equipment in vocational programs should be systematically replaced. A plan should be developed which will establish priority for the replacement of the equipment.

- Investigate the licensure requirements for secondary guidance personnel. Incorporate certification provisions to ensure that guidance counselors will be familiar with vocational education programs and the importance of non-baccalaureate degree occupations. This may best be accomplished by requiring guidance personnel to take a practicum at a vocational school and/or a technical education institution.

- Establish priority on supporting and expanding diversified occupational programs at the secondary level.

- Incorporate provisions in the State Plan to assure that vocational courses located in the secondary schools are provided equipment and supplies equal to those vocational courses in the vocational centers within each school district.

- Modify goal Number Two (2) in the State Plan for Vocational-Technical Education (FY 1978-1979) referred to on page 20 of this Report, #2 Goals and Progress, 2nd paragraph, to remove the clause of "who choose it," and to provide a more meaningful restated goal.

- Take a Board position opposing the increasing and unrealistic burden of State paper work imposed by other State agencies and organizations. The workload imposed on administrators in each school district is very rapidly increasing, is expensive and is counter-productive to the educational mission of the school districts.

- Non-functional or obsolete instructional equipment in the technical education programs should be systematically replaced. This should be given high priority and a plan developed to provide for the necessary replacement of equipment.

- Update and disseminate the Board's goal statement on program articulation with the secondary vocational education programs.

- Strengthen the individual instructional programs by requesting that competency-based teaching objectives or curriculum for each program be approved annually by the local advisory committee.

- A five-year plan for the technical education system should be developed and approved.

- Take a Board position opposing the increasing and unrealistic burden of State paper work imposed by other agencies and organizations. The workload imposed on the individual institutions is very rapidly increasing, is excessive and is counter-productive to the educational mission of the institutions.

SOUTH DAKOTA

The ninth annual evaluation report of the South Dakota Advisory Council on Vocational Education begins with a discussion of employment trends with tabular data for labor supply and demand estimated for 1978 and 1982 in each of the vocational education program categories. The unemployment rate in July 1978 was 3.2 percent in South Dakota. Thirty-five percent of the job openings in 1978 were in areas for which vocational education presently prepares employees. It is estimated that this percentage will increase to 40.5 percent in 1982.

The report considers enrollment data in the light of the State Board number one priority as expressed in the five-year plan. This is "that all persons ... shall have equal access to all vocational education programs and activities as provided by law and policies of the State Board." The Council finds that this goal was not being met during the FY 1978. Of the State's 193 school districts 74 do not offer any vocational education programs and 72 offer only agriculture and home economics.

Analysis of enrollment by sex continues to show disparity in distribution in most secondary curriculums.

Distribution of vocational education funds is given by category and source, with data showing for FY 1978 the amounts budgeted in the five-year plan and for FY 1979 the amounts projected in the annual program plan. The Council comments that the percentage of Federal monies is expected to decrease as total expenditures increase and that much of the Federal contribution comes in the form of "set asides" for specific purposes.

Illustrative data are given from the annual report of the South Dakota Manpower Services Council. A regional performance analysis for CETA Title I from October 1, 1977 through March 31, 1978 shows a favorable ratio for South Dakota in comparison with both the Region VIII average and the national average.

The report notes the present representative membership of the State Occupational Information Coordinating Committee and indicates its proposed functions.

A detailed summary is given of the FY 1977 Council recommendations, with action taken to date by the State Board of Vocational Education, and further Council comments.

The Council considered its responsibility to evaluate progress on the attainment of the goals and objectives of the FY 1978 annual plan. SACVE finds that this plan does not contain goals or

objectives. It lacks any statements that would provide the reader with an understanding of the State Board's intent to increase the opportunities in vocational education or the efficiency of the delivery system within the State. It is the opinion of the Council that progress was in evidence during FY 1978 but degree of progress cannot be determined. SACVE requested a summary report from each area supervisor within the Division of Vocational Education. Illustrative data are given from each of these reports. SACVE's conclusions are that while there has been substantial improvement in vocational education in South Dakota in both process and product, many unmet needs still remain. These conclusions are reflected in the four recommendations which follow.

- The State Advisory Council recommends that the State Board of Vocational Education develop and implement a Statewide system for Vocational-Technical Education program evaluation. Quantitative and objective performance measures should be built into the evaluation instrument and enlarge upon the use of such techniques as cost-benefit and cost-effectiveness analyses.

- The State Advisory Council recommends that the State Board of Vocational Education continue to request increased funding from the South Dakota Legislature for secondary, postsecondary, and adult vocational programs. The Council further recommends to the State Board of Vocational Education that it seek high priority in the Governor's office and the State Legislature for vocational education funding.

- The State Advisory Council recommends that the State Board of Vocational Education continue to strengthen the coordination and articulation between vocational education and the Comprehensive Employment and Training Act (CETA).

- The State Advisory Council recommends that the State Board of Vocational Education refine the structure of the annual program plan to include more specific identification of the Board's efforts to achieve the goals and objectives contained within the five-year plan.

The report concludes with a section on Council activities during FY 1978. These include public meetings; revision of the SACVE Local Advisory Councils Handbook on Vocational Education; development of an informational vocational brochure; on-site technical assistance to LACs; informational television spots and newspaper press releases; a survey of vocational education instructors in

145 schools; promotion of a summer Congressional vocational intern program; and participation in State and national vocational meetings. An appendix gives selected recommendations or comments of persons giving testimony at the fifth annual Governor's conference on vocational education; the SACVE discussion guide for FY 1978 public meetings; and summary results of the Rapid City public meeting.

TENNESSEE

The 1978 annual evaluation report of the Tennessee State Advisory Council on Vocational Education begins with a consideration of the attainment of the State plan goal "to provide quality programs consistent with the needs of workers and the retraining of present workers". Data are given for projected and actual 1978 enrollments by educational level; by target population; and by special purpose programs. Additional data show enrollments by vocational education instructional area and by delivery system for FY 1978. Comparative data for net enrollments, grades 9-12, and occupational vocational education enrollment show that the percentage of occupational vocational education enrollment has increased from 15.3 in FY 1960 to 54.54 in FY 1978.

The report gives a review of the projected distribution of Federal, State and local funds for vocational education in Tennessee for FY 1978. Allocation of Federal funds and assignment of matching funds are seen to meet the requirements of the law.

A five-year evaluation plan for all programs receiving Federal funds has been adopted. Currently only the secondary component is in operation. The postsecondary and adult components are being developed. The plan calls for the use of evaluation instruments in a self-study/team approach. Teams include local vocational directors, teacher educators, LAC members, SACVE members, area vocational school personnel and State staff members. During FY 1978, 19 teams visited 35 school systems and one State school and talked with 460 vocational teachers. The team chairman makes a followup makes a followup visit to ascertain progress after an interval of one year.

In order to assess the extent of coordination of effort in the total area of vocational education and training SACVE consulted with each of the State agencies involved. The Tennessee Vocational Rehabilitation Division sees the need for closer coordination with other agencies which serve the vocational education needs of the handicppaed. SACVE assessed the total work force need in each of the vocational instructional areas in a table showing projected expansion and replacement needs for FY 1978 and FY 1982, with actual student completions for 1978.

The report includes statements on the present status of career education under the headings of major program accomplishments, pressing concerns, and future plans.

SACVE comments on the annual report of the Tennessee Manpower Services Council include commendation on the quality of the report and on the amount of time devoted to the work of the Council. Data from the TMSC report are given showing a

breakdown by prime sponsor of participants served and expenditures from the five percent vocational funds.

A section on commendations and recommendations to the State Board for Vocational Education is followed by comments on the action taken by the State on the recommendations included in the FY 1977 report.

The recommendations of the ninth annual evaluation report are as follows:

- The State Advisory Council recommends that the State Board for Vocational Education continue to develop and implement programs to assist school districts to effectively utilize lay advisory committees for the purpose of advising their respective boards on the development, operation, and evaluation of programs.

- The State Advisory Council recommends that the State Board for Vocational Education encourage each local school board to establish and maintain continuous job placement and followup services for students graduating or leaving the public school system. All comprehensive high schools and vocational centers that have programs under the administration of local school boards should begin using the Student Vocational Program Termination Form which was recommended by the 1978 Student/Employer Follow-up Study funded through the Research Coordinating Unit.

- The State Advisory Council recommends that the State Board for Vocational Education develop a plan whereby Industrial Arts programs may receive adequate funding from career education funds or pre-vocational funds. We believe this will allow the Industrial Arts programs to continue a broad based program rather than becoming traditional vocational education programs.

- The State Advisory Council for Vocational Education encourages the State Board for Vocational Education to strongly encourage adult vocational education programs. At the present time comprehensive vocational education programs at the local level as well as in the Area Vocational-Technical School are often times not available to adults who want, need and can benefit from vocational training. The reasons these facilities are not available is because of lack

of funding. The Council recommends that the Board develop a plan whereby local educational agencies as well as Area Vocational-Technical Schools can charge tuition and thereby collect sufficient funds to offer these programs.

- The State Advisory Council recommends that the Board for Vocational Education reaffirm their intention to achieve coordination and linkage among vocational education and all other education programs so that students may move freely from one level to another with minimal obstructions and loss of credit, and undertake a course of action to achieve a greater degree of coordination, cooperation and integration among all education institutions. It is further recommended that the Division of Vocational-Technical Education appoint a full time staff to work toward meeting the need for a uniform and articulated competency-based vocational curriculum in Tennessee.

- The State Advisory Council recommends that the State Board for Vocational Education closely examine the results of the Policy/Funding Study completed by Mr. Charlie Dunn at Middle Tennessee State University during FY 1978 and give consideration to recommended alternate classifications of programs for funding purposes.

TEXAS

Part I of the ninth annual evaluation report of the Texas Advisory Council for Vocational-Technical Education presents two recommendations, each with a rationale and suggestions for implementation. These recommendations are the result of twenty regional hearings conducted during FY 1978. They are as follows:

> That the State Board for Vocational Education establish a Special Task Force at the state level to serve as a clearinghouse for review of local needs that cannot be met by existing resources and recommend to the appropriate agency, department, or group, such action as is needed to meet meeds for skilled workers and technicians.
>
> That the State Board for Vocational Education intensify ongoing activities and seek new initiatives to address four concerns listed below as well as others that relate to them in improving the effectiveness of the education system of the State in providing all citizens with saleable skills. The concerns to be addressed are: improving basic educational skills, especially in reading, communications and math; developing more favorable attitudes toward work; improving and expanding vocationally oriented programs, especially at the middle/junior high school; and improving counseling techniques and information regarding realistic career decision making.

Part II itemizes the membership requirements and functions of the Advisory Council under the regulations for P.L. 94-482 and gives a brief statement of compliance for each. A table is given showing estimated distribution of funds for vocational education for Fiscal Year 1979 with reference to program or purpose. A second table gives a summary of State plan goals and objectives for Fiscal Year 1978 with data on sub-objectives met with or above projected values; sub-objectives for which attainment was less than the projected value; and sub-objectives for which information was unavailable. Results show 59 percent at or above projected values; 35 percent below projected values; and 6 percent for which information was not available.

Part III includes a summary of Council committee projects and reports. The Adult Education/Special Services Committee reviewed the Adult Performance Level (APL) project which is in operation at 17 curriculum sites. The Competency-based High School Diploma (CBHSD) program exists at 12 sites. Both programs are available to other states through the National Diffusion Network. Special projects have been developed for the handicapped both in sheltered workshops and under mainstreaming conditions. A study is being conducted on elimination

of barriers to the handicapped in community and junior colleges and on special services for the deaf. The Industry/Education Committee has conducted a study on local advisory committee functions. Another study by this same committee on the use of paraprofessionals as industrial vocational education technicians leads to the conclusion that such use is not feasible at this time. The Planning and Evaluation Committee submitted to the Commissioner of Education, TEA, an analysis of the Council position on a statewide evaluation plan for vocational education and urged the implementation of the pilot-tested Information and Data Systems for Planning, Management and Evaluation of Vocational Education in Texas.

The Public Forum Committee organized twenty regional hearings with a total attendance of 1,185 representing educators, 60 percent, and non-educators, 40 percent. Other projects included a five-year followup study on a statewide sample of 1,931 former vocational students who had been seniors during the 1972-73 school year. Illustrative comments are included, ranking vocational programs as most helpful as a way to learn by doing and to understand what is being done; second as a means for developing good attitudes toward work; and third as a way to prepare for the first job after high school.

Part IV of the ninth annual evaluation report includes a summary of advisory council activities. It is noted that the 24 Council members gave 250 man-days annually, to formal Council and committee meetings and hearings with additional service by individual members in their areas of the State. A chart displays major reports published by the Council from 1970 to 1978.

TRUST TERRITORY

The ninth annual evaluation report of the Trust Territory State Advisory Council for Vocational Education for FY 1978 is accompanied by a letter from the chairman of the State Board for Vocational Education. This letter, written after discussion of the ninth annual report with the SACVE executive committee and the acting executive director offers comments on certain sections of the report by way of clarification or other response.

The report describes the organization of the Bureau of Education and lists the goals of education as defined by the Micronesia Board of Education. Five Council goals for FY 1978 are stated, each directed towards assistance to the State Board for Vocational Education. These goals are related to: teacher certification; development of a Marine Resources program; improvement of articulation between secondary and postsecondary schools; review of manpower projections prior to vocational education planning; and improvement of instruction in the areas of evaluation, curriculum development, and teacher inservice and preservice training programs.

Other areas of need identified in the Council report include: technical training for students in order to replace alien workers; increased staffing in the State Coordinator's office; emphasis on the full time responsibility of the district vocational education supervisor for district vocational programs; legislative and funding support from local legislatures and the Congress of Micronesia; vocational facilites and coordination of program at Truk high school; guidance as a regular feature of vocational program offerings; and state plan goal statements that make evaluation meaningful.

Among the activities in vocational education noted for FY 1978 are: participation of 63 teachers in the summer session conducted by the University of Hawaii and the Micronesian Occupational Center; summer workshop for agriculture teachers at the Ponape Agriculture and Trade School; orientation to apprenticeship training at the U.S. Navy facilities on Guam; and integration of technical and academic programs at the secondary level.

A State Occupational Information Coordinating Committee has been established under the Office of Planning and Statistics.

The Council sponsored a public meeting at the Micronesian Occupational College.

The Trust Territory of the Pacific Islands does not, as yet, have a State Manpower Services Council. The CETA 5 percent funding was

used by the State Bureau for an inservice summer program for vocational teachers.

Participation of the Council in planning activities of the State Board for the five-year and annual plans has been limited by timing, travel, and other factors. Comments from the State Board indicate that the Planning Council is able to fund only one representative from the Advisory Council. Other members would be welcome if additional sources of funds were available.

The report concludes with the following recommendations:

> The Advisory Council notes that the State Vocational Board by law has a direct voice in the preparation of the Bureau budget but is frequently by-passed without the State Board actively participating in the drawing up of a meaningful budget. The Advisory Council wishes to urge that the State Board make the strongest representation in this matter. The Council also suggests that Vocational Funding be identified as a part of the Interior Budget and that increased emphasis be afforded district vocational programs. The Council also urges the Vocational Board to join with it in making representation to the Congress of the Federated States and district legislatures to provide funding for vocational programs in each district.

The introduction to the ninth annual evaluation report of the Utah State Advisory Council for Vocational and Technical Education gives data to show that while the economy of Utah is flourishing, generating 36,000 new jobs during 1978, about one-third of these jobs were filled by persons moving in from out of state. New companies desiring to locate in Utah are having a difficult time finding qualified employees. Most of the jobs currently available are in the areas for which people are prepared by vocational education. But only 20.5% of the students in postsecondary institutions are in vocational programs. A major contributor to the imbalance is the failure on the part of those who control education funding in the state to make the changes and adjustments necessary to meet the real needs of industry and students. Some improvement has been noted at both the secondary and postsecondary level but more is needed to keep pace with the growth of the economy.

The recommendations of the ninth annual report concern: definition and funding formula; high school counseling; and followup of graduates, completers, and dropouts. They are as follows:

- The State Board for Vocational Education should review the definition of vocational education in Utah so as to clearly distinguish between bona fide vocational programs and avocational programs. It is suggested that the funding formula under which high school vocational programs are funded by the State Legislature should be reviewed so as to perhaps include a vocational component and a prevocational component. The weightings, of course, might be different for these two types of programs.

- The State Board of Education and the State Board for Vocational Education should take a critical look at counseling in Utah high schools, so as to determine what is actually taking place and what steps might be taken to improve the vocational aspects of high school counseling.

- The State Board of Education, the State Board for Vocational Education, and the Board of Regents should develop a model to assist high schools and postsecondary institutions to follow up on those who leave their institutions, either through graduation, program completion, or "dropping out", to determine what really is happening to their students in relation to their employment.

Data from the Utah Job Service for July, 1978 and from vocational completions at secondary, postsecondary, and apprenticeship levels support the conclusion that vocational education in Utah is not currently meeting employment needs. Estimated jobs related to vocational education were 373,420 or 65.3 percent of total jobs in 1978 and are

projected to reach 412,710 or 65.4 percent in 1980. For 1980 total new jobs related to vocational-education are projected to be 37,650 or 71.4 percent of total new jobs. Completions in vocational education programs at secondary, postsecondary, and apprenticeship levels are 35,968 for 1978.

The Council selected 12 out of the 93 toals listed in the dual state plan for 1978 and indicates in the ninth annual report the progress being made toward achieving them. The first three refer to data gathering and dissemination. SACVE believes that the Management Information System currently in place should provide a satisfactory data base and that some progress is being made in implementation. The next two refer to the elimination of sex-stereotyping and bias from curriculum materials, vocational education programs and training opportunities. Progress has been noted in the curriculum review by the specialist for equity education and by workshops provided for administrators, teachers, and counselors. The sixth goal refers to coordination of effort on the part of education and work training agencies to avoid duplication and overlap. The report states that progress cannot be estimated until 1979 when the efforts of the State Occupational Information Coordinating Committee can be evaluated. Other goals relate to support services for women preparing for competition in the labor market, implementation of procedures which will increase the employment of exemplary/innovative programs for the improvement of vocational education.

The state evaluation program includes site visitation every five years by teams of specialists and coordinators. In addition there is some effort to followup graduates and completers. The results seem to indicate that the unemployment rate among vocational completers is less than among students in general and that a reasonable number are employed in the occupation for which they were trained.

Three members of the Utah Manpower Planning/Services Council including the chairman are members of the Utah State Advisory Council for Vocational and Technical Education. SACVE has reviewed the 1978 report to the Governor and finds that it is an excellent overview of CETA and other related manpower programs. Funds are being used effectively. The MPSC has set measurable goals for each program and are regularly checking on achievement.

VERMONT

The ninth annual evaluation report of the Vermont Advisory Council for Vocational-Technical Education begins with a discussion of a Council study to determine the extent to which employer needs are met. An update of an earlier study was designed to obtain information about continuing education opportunities for workers in the postsecondary/adult population. A questionnaire survey of employers resulted in the following findings:

- there is an unmet need, at least in the larger industries, for more postsecondary/adult training.

- employers in all regions of the State feel that there now exists a serious lack of communication between employers and vocational education.

Reviewing the responses from employers on suggestions for improvement the Council recommends that:

- the State Board of Education initiate a feasibility study to determine means of extending the vocational education delivery system, using existing institutions, to provide postsecondary/adult vocational training for specific occupations. The study would investigate the ramifications of administrative, legislative, and fiscal constraints to implementation. The study would be directed by the Director, Division of Adult Education Services.

- the State Board of Education immediately take positive assertive action to fill the need for better communication of information about vocational education to the public in general and employers in particular.

The evaluation committee of the Council has developed an instrument to evaluate vocational programs in Vermont which it expects to field test in early spring of 1979. The State Department of Education has established a task force to design an evaluation strategy to assess the impact of vocational programs and to provide information on which to base program approvals. This process is scheduled for field testing during the 1978-1979 academic year.

The Council has designed a study to ascertain vocational costs at a predetermined number of urban and rural sites; the total amount of Federal and State funds received at these sites; and the discrepancy between vocational education tuitions and general education tuitions. The process is illustrated using FY 1978 data for Randolph area vocational center and for the Rutland area center. The Council concluded from its studies that it was not possible

to review the distribution of vocational funds within the State because of the lack of comparative data. Therefore, the Council recommends that:

- the State Board of Education initiate immediate development of guidelines for record-keeping and reporting that will allow vocational tuitions to be separated from regular tuitions, and districts to use consistent procedures common to all in representing true vocational costs.

- the State Board of Education initiate an auditing schedule to assure the accuracy of the data submitted in statistical and financial reports, and to assure that vocational funds are in fact being spent for vocational programs.

The Council notes its continued concern that the process to establish an alternative method for the distribution of postsecondary funds has not been acted on. Vermont is well into the second year of its five-year plan with no noticeable activity to assess the needs of business, industry, or students for other adult/postsecondary occupational programs. A needs assessment would provide a data base for redistribution of these funds.

SACVE reviewed the third annual report of the Vermont State Employment and Training Planning and Services Council. The Council finds that more specific details outlining and evaluating the coordination of CETA with other agencies, institutions, and programs should be included in the report.

With reference to the identification of vocational education and employment and training needs within the State and to the assessment of the extent to which these needs are being met by a coordinated approach, the Council makes reference to the State plan. The plan cites activities intended to facilitate cooperative efforts among eleven State agencies. SACVE invited top administrators from seven of these agencies to comment on the productivity of activities listed for FY 1978. From responses given the Council concludes that with some exceptions, there is little meaningful coordination taking place. If cooperation is to take place each agency must first look to its own efforts before getting involved in interagency networks. Also, because Vermont has always maintained a strong element of local control, the impetus to coordinate must translate as well into intra-agency efforts from the State to the local level.

The report concludes with information concerning a Council sponsored workshop on interaction of instructional staff with local program advisory committees and with a summary of a public meeting. Concerns mentioned most often at the meeting were: lack of availability of adult/postsecondary vocational education; responsiveness of programs to identified needs; and unequal access for students to secondary vocational programs.

VIRGIN ISLANDS

Part I of the ninth annual evaluation report of the Virgin Islands Advisory Council for Vocational Education covers progress toward accomplishing program goals for secondary and postsecondary students and for the adult disadvantaged. Illustrative data at the secondary level show 23 occupational programs serving 2,019 students. There was increased monitoring by supervisory personnel during FY 1978. Vocational youth organizations were active and had a total membership of 700 students. At the postsecondary level a fire-science program has been established at the College of the Virgin Islands. Training opportunities were provided for the adult disadvantaged in cooperation with the Virgin Islands Employment and Training Administrations.

Part II gives tables of enrollments and completions by occupational program.

Part III is a tabulation of Federal fund distribution by target group and by educational level.

Part IV lists numbers of students receiving on-the-job training in each of 10 occupational programs. The Virgin Islands Employment and Training Administration in cooperation with the division of Vocational/Technical Education provided training in three program areas for disadvantaged persons. Discussions were held on cooperation of other agencies in services for the handicapped and to special education students but fiscal constraints prevented positive action. Local advisory councils have not yet been established. The establishment of a State Occupational Information Coordinating Committee is dependent on the passage of a bill currently being considered by the legislature.

Part V summarizes SACVE activities for FY 1978. In addition to regularly scheduled meetings these included: the Council-sponsored Third Annual Vocational Education Personnel Development Seminar; two public meetings; and visitation by Council members of each junior and senior high school of the public school system.

Part VI reports progress made on the FY 1977 recommendations made to the State Board showing general acceptance within the limits of existing resources.

Part VII lists the following recommendations for the coming year.

- Efforts should be made to identify job opportunities in the community.
- There should be a written policy for the inventory, procurement and maintenance of equipment.

- A full time equipment repairman should be hired for St. Croix, and another for St. Thomas and St. John.
- A budget should be given to each department to plan and use, with teachers, chairpersons, and supervisors cooperating in the reallocation of this budget.
- There should be regular inservice workshops, with compulsory attendance, for all Guidance Counselors, to upgrade their skills.
- Department faculty should develop evaluative criteria for their own area of expertise.
- End of year evaluation should be made by Principal or Assistant Principal and State Director and Chairperson.
- Conduct workshop to include experts, teachers, employers, etc. for input in developing curriculum.

The first section of the ninth annual evaluation report of the Virginia State Advisory Council on Vocational Education covers eight recommendations for improving the State's vocational education programs, services, and activities. Each is accompanied by a supporting statement. The recommendations are as follows:

- The Council recommends to the State Board of Education that its public information program about vocational education be expanded so an increased level of understanding about vocational education is developed among parents, students, educators, business and industry, and the general public.

- The Council recommends to the State Board of Education that vocational education at the secondary level be reviewed to determine means to increase availability of programs to high school students.

- The Council recommends to the State Board of Education that a priority of the Vocational Sex Equity Unit be to work with the Guidance Service and Vocational Program Services of the Department of Education to identify and replace counseling information and instructional materials which include sex stereotyping and sex bias.

- The Council recommends to the State Board of Education that inservice efforts at the state and local levels be continued and expanded to upgrade vocational guidance, counseling, and job placement competencies of both counselors and teachers; and that counselor certification be revised to ensure counselors are appropriately prepared in preservice preparation programs to deliver a full range of vocational guidance, counseling, and job placement services.

- The Council recommends to the State Board of Education that the unique problems of vocational education centers, such as scheduling and transportation, be studied to determine their impact on student enrollments, and further to review the appropriateness of establishing such centers.

- The Council recommends to the State Board of Education that male-female enrollments in vocational education be maintained by level of program, and that data compiled be analyzed to determine deviation from expected or desired trends and to monitor

these trends on a continuing basis.

- The Council recommends to the State Board of Education that priority be established in the 1980-82 budget request for assisting school divisions with the purchase of replacement equipment and equipment maintenance for vocational education programs which prepare students for employment.

- The Council recommends to the State Board of Education that the Vocational Education Reporting System (VERS) be expanded into a comprehensive data system for vocational education including postsecondary and other data components not now a part of the system.

The second section is a review of the FY 1978 vocational education annual program plan goals and objectives with reference to the completion of activities and strategies. The discussion identifies eight goals for youth and adults being served by the system. Objectives coded to these goals are identified as either continuing or improvement. Continuing objectives relate mainly to statistical data on enrollments and completions with final outcomes projected for 1982. Projections and actual counts are also given for 1978. Information is also given concerning the completion of strategies as planned for the accomplishment of the objectives. The seventeen improvement objectives refer to strategies related to the quality of existing programs and services. SACVE finds that most of the strategies planned for FY 1978 were completed and most of the objectives were attained. In some cases projections are still unrealistically high and some delays in completion of strategies have been occasioned by lack of staff.

Included in the discussion of goals and objectives is a breakdown of budget allocations and expenditures by source and program for FY 1978. The analysis called for in the Federal regulations is not possible at this time since the accountability report will not be available until June 30, 1979.

SACVE notes that expenditures differ significantly from budget estimates in some cases. These include State expenditures for postsecondary and adult (smaller); local expenditures for industrial arts (larger) and handicapped (larger); and Federal expenditures for guidance and counseling (smaller) and for State administration (smaller).

Section three describes Council activities and their outcomes which were directed towards the identification of vocational education and employment and training needs of Virginia and the determination of the extent to which the approach to meeting such needs is consistent integrated, and coordinated. SACVE addressed inquiries to appropriate agencies at the State and Federal level and concluded from the responses that there are no meaningful data consistently available to determine the vocational education and employment and training needs in Virginia on a local or regional level. At the State level the greatest potential appears to be SOICC, which unfortunately is still in its embryonic stage in Virginia. The Council effort to assess the extent to which the existing approach to meeting the needs in question is consistent, integrated, and coordinated was more successful. Cooperative agreements between vocational education and other agencies are included in the five-year State plan and are being updated. State level cooperation is not enough.

Council considers that a transfer of working relationships to the local level is essential if the effort is to be productive.

With respect to State evaluations of the effectiveness of vocational programs or projects, SACVE reports that much of the effort of the State Board staff during the 1977-1978 school year was expended in analyzing evaluation components. Council members participated in the testing of on-site evaluation procedures. Indications are that each program will be evaluated within the five-year period of the State plan.

The Council received two reports from the Governor's Manpower Services Council. From these reports SACVE has a better understanding of CETA programs and activities.

The ninth annual report includes information on additional SACVE activities. Three public meetings were held sponsored by the Committee on Evaluation; the Program of Work and Technical Assistance Committee; and the entire Council. A series of seven regional technical assistance conferences was held for local advisory councils. Teams of Council members made on-site reviews of vocational education programs in four school divisions and two community colleges.

Section four of the report reviews the extent to which Council recommendations have received consideration.

The ninth annual evaluation report of the Washington State Advisory Council on Vocational Education begins with an analysis of action taken by the Washington State Commission for Vocational Education on SACVE recommendations since 1975. Of 23 recommendations the Commission has accepted 19 and rejected 4 either totally or partially. Of those accepted, action has been satisfactorily completed on 11 percent and has been initiated on 68 percent. Twenty-one percent of the items are no longer applicable.

The second section addresses Council concern with respect to the lack of coordination of effort by State agencies and systems providing job training to secondary, postsecondary, and adult populations. A review of two studies directed toward employment and training policy development shows fragmentation of the employment, development, and training systems within the State which demands some rational intervention aimed at improving coordination and joint planning.

The third section reviews the Council position on the importance of local advisory committees and expresses regret at the termination of a statewide study of LACs as well as the nonendorsement by the SBVE of the Council's recommendation of a conference to provide advisory committee leadership development.

Section four gives the Council response to four of the mandated topics requiring coverage in the annual evaluation report. The Council is not able at this time to evaluate progress toward accomplishing goals set forth in the five-year State plan and the annual program plan. Comprehensive evaluation is impossible due to the fact that the State's accountability report will not be available from CVE until the summer of 1979. In addition there is a lack of information including program evaluation data. SACVE does not believe that the State of Washington has yet produced a fully integrated State plan for vocational education.

The Council is not able to review the evaluation by the State of vocational education programs and has not been involved in the monitoring of any such evaluations. SACVE does not believe that the program evaluation instruments approved by SBVE are adequate to meet the intent of P.L. 94-482.

The allocation of Federal funds by subpart and by delivery system is given for FY 1978. The Council comments on the equal distribution to the Office of the Superintendent of Public Instruction and to the State Board for Community College Education (42 percent of the total to each) and commends the CVE for initiating an analysis in terms of priorities.

The Council believes that the Washington State Job Opportunities Forecast presents occupational demand information in a form suitable for vocational education program planning purposes. It believes, however, that program accountability should be based on whether the vocational program accomplished what it was designed for.

Section five reviews the status of sex equity in vocational training. The Council concludes that concerns, issues, and problems are being identified and that solutions are being implemented. It seems evident, however. that the staffing and funding of the Vocational Equity Office currently exists at such a low level that its role as an evaluator is impossible to fulfill. SACVE believes also that the roles of facilitator and evaluator should not be intermingled in the same office.

Section six reviews the status of vocational education in correctional institutions. The Council makes specific recommendations with respect to counseling, program, utilization of existing agencies, and job placement for ex-offenders.

Section seven reviews existing Federal legislation on persons with handicapping conditions as these relate to vocational education. The Council's review of policy, regulations, and research indicates that program guidelines and policy statements seem to cover abundantly goals, organization, and fiscal planning. The problems which exist seem to be those which relate to respect and human dignity and other intrinsic values not covered by policy or regulations. The most neglected barriers still facing the handicapped refer to attitudes.

In section eight the Council reviews the status of the State Occupational Information Coordinating Committee. Major goals, membership categories, and specific objectives/activities for FY 1979 have been established.

Section nine includes comments on the FY 1977 report of the Employment Development Services Council. SACVE recommends the establishment of closer working relationships between prime sponsors, vocational educators, and administrators of continuing education; followup procedures for clients terminating from CETA programs; cooperation in the establishment of a statewide employment development and training policy; implementation of a complete reporting system; and use of placement rates in unsubsidized employment as primary criteria for evaluation.

Section ten lists ten Council recommendations with rationale for each.

- It is recommended that minimum standards for "career guidance/counseling programs" be incorporated into the Washington State Plan for Vocational Education and/or be adopted into the Washington Administrative Code. Furthermore, it is recommended that a task force be established whose purpose could be to review current Commission policy and regulations relative to guidance and counseling; review guidance/counseling program standards currently in use by the Office of the Superintendent of Public Instruction (SPI) and the State Board for Community College Education (SBCCE); and to draft a set of minimum standards for all career guidance/counseling programs for presentation to the Commission for Vocational Education.

- It is recommended that the Commission for Vocational Education adopt a State Evaluation Plan which details, as a minimum, the following:

  - a breakdown of programs by school districts and by school year that are scheduled for program evaluation between October 1, 1978, and October 1, 1982;

  - the process/procedure and dates by which the Commission, and in turn, the Advisory Council will be notified of yearly program evaluation according to month, day, and hours;

  - the processes or procedures whereby the Commission staff will monitor the program evaluations conducted by SPI and SBCCE;

  - The processes or procedures whereby the results of program evaluations conducted by SPI and SBCCE will be used in the update of the State Plan;

  - the processes or procedures whereby either the Commission for Vocational Education or the State Advisory Council on Vocational Education will receive the results of the program evaluations conducted and the dates

or deadlines by which said results are to be provided;

- the format in which program evaluation results are to be provided.

- It is recommended that the Commission for Vocational Education take the following action relative to the State Board for Community College evaluation instrument, approved by the Commission in September, 1978:

  - obtain assurance in writing from SBCCE that the instrument adopted in September, 1978, is not designed for self-evaluation and that the criteria will, or have been adopted officially, as part of the official criteria used in the accreditation process by the Commission on Colleges and the Washington Association of Community Colleges;

  - require the SBCCE to revise its program evaluation so that the instrument provides for documentation of employer contact and comment relative to "employer satisfaction with performance of vocational education students";

  - require the SBCCE to show how its program evaluation instrument will measure "the results" of additional services provided to special populations required by 104.402(d) of the Federal regulation and ensure that the instrument is revised should it not measure results, but simply provide a descriptive report of additional services offered.

- It is recommended that the Commission for Vocational Education take the following action relative to the program evaluation instrument developed by the Office of the Superintendent of Public Instruction (SPI) and approved by the Commission in September, 1978:

  - require the SPI to revise its program evaluation instrument so that it meets the intent of 104.402(c) of the Federal regulations;

  - require the SPI to show how its instrument will measure "the results" of additional services provided to special populations as

required by 104.402(d) of the Federal regulations, and ensure that the instrument is adequately revised should it not measure results, but simply provide a description of how the needs of special populations are being met.

- It is recommended that the Commission for Vocational Education officially endorse the use of Occupational Employment Statistic Survey in the State of Washington and support State funding, as well as possible project grant funding, to implement said survey.

- It is recommended that the Commission for Vocational Education provide for the delegation or transfer of the evaluation responsibilities currently carried out by the Commission's Sex Equity Office to an entity other than the Sex Equity Unit.

- It is recommended that the Commission for Vocational Education allocate more than the $50,000 of the Federal appropriations earmarked for operations of the Commission's Vocational Equity Unit.

- It is recommended that the Commission for Vocational Education review Volumes I and II of Report on Employment and Training Programs for Adult Offenders in Washington State; prepare and adopt position statements relative to the recommendations in the report relating to vocational education; and forward said position statements to the appropriate publics including the Washington State Employment Development Services Council.

- It is recommended that the Commission for Vocational Education improve its complianace audit instrument relative to that section of the instrument dealing with the establishment and functions of the local advisory councils/committees, by defining the term 'appropriate representation' as it is applied to the composition of an advisory council, in terms of the sex or racial/ethnic background of the members.

- It is recommended that the Commission for Vocational Education expand the list of questions in the compliance audit instrument (as approved May, 1978) relative

to the establishment and functions of the local program/craft advisory committees. The list of compliance audit questions should be expanded to include the questions: "Is there evidence that Joint Apprenticeship Training Committee (JACTC) members or designees were unavailable to serve?" "Is there evidence that JATC members or designees were available to serve, but declined to do so?"

WEST VIRGINIA

The ninth annual evaluation report of the West Virginia State Advisory Council on Vocational Education begins with a statement of State Board priorities for the FY 1978 State plan. This is followed by SACVE's analysis of the year's activities for selected objectives with regard to progress being made. Data for the analysis were obtained by asking specific questions of the Bureau of Vocational, Technical, and Adult Education for West Virginia.

Improvement in articulation between and among the different levels of vocational education is shown by cooperative agreements that exist between adult preparatory programs and college postsecondary programs in six areas of technology. Progress in the modification of existing programs to bring them in line with current manpower needs was achieved by the allocation of incentive funds to seven LEAs to provide training in new and emerging occupations.

Activities related to the improvement of vocational counseling and placement services included inservice institutes for counselors; funding of new positions; and revision of certification requirements to include wage earning experience in business or industry and more relevant course work. Expanded efforts to enroll minorities in vocational education included a career development conference which involved 412 minority students. Enrollments for FY 1978 showed an increase in all minority categories at the secondary level. Data on new and expanding industry training from July 1, 1977 to June 30, 1978 show 52 programs in 29 counties enrolling 10,992 students. Other questions included in the Council review of activities related to fiscal year State plan objectives concerning programs for youth in correctional institutions, programs for the handicapped and for the disadvantaged, criteria for equipment funds allocation, elimination of sex bias and sex stereotyping in vocational education, evaluation at the secondary and postsecondary level, energy programs, inservice institutes for vocational education teachers, research grants, and reduction of the dropout rate. Three projects are described which are directed towards the special needs of some consumer and homemaking students. These include: outreach programs held in various locations and at flexible times; adult roles and functions for students needing assistance in the transition to adulthood; and life skills for incarcerated youth coming from home environments that might have been a contributing factor to their problems.

Members of the Council have participated in onsite evaluations. At the present time the State is making revisions in the evaluation process and instruments at the secondary level. A new cylce of evaluations of county school systems is planned for FY 1980. The

Board of Regents did not evaluate any postsecondary programs in FY 1978.

Meetings of the Council executive director with the director of the Employment and Training Division, Governor's office of Economic and Community Development and two presentations of ETD before SACVE gave assurance that the vocational and training needs of West Virginia are being met to the extent possible with existing funds. There is also evidence that a coordinated approach has been developed which is successful in meeting these needs. The report gives highlights of a formal agreement between BVTAE and ETD.

Council comment on the FY 1977 report of the State Manpower Services Council is that it represents an accurate documentation of the year's activities. SACVE is particularly encouraged that both CETA and vocational planners are maximizing their effectiveness through cooperative planning and program management.

The report includes two recommendations which are as follows:

- The Council recommends that the Bureau of Vocational, Technical, and Adult Education develop inservice educational projects that will give local education agencies the training materials necessary to ensure that vocational instructors are able to meet adequately the basic learning skill needs of their students.

- The Council recommends that the Bureau of Vocational, Technical, and Adult Education monitor existing inservice programs to see that vocational educators are receiving the kinds of skills necessary to teach the handicapped. Where inservice programs are not available, we encourage the Bureau to develop the guidelines for these programs and ensure that adequate inservice programs are set in motion throughout the State to provide vocational educators with the opportunity to become knowledgeable in their program area in handling and teaching the handicapped.

The report concludes with a discussion of BVTAE response to FY 1977 recommendations and with an account of Council activities during the past year.

WISCONSIN

In presenting this, its ninth annual report, the Wisconsin Advisory Council on Vocational Education has summarized its major initiatives of the past year in areas the Advisory Council undertook as high priority ones, impacting on the future of vocational education in Wisconsin.

Among these items of major importance and significance is the state planning process. The Advisory Council has the role and responsibility of assisting the State Board of Vocational, Technical and Adult Education in the development of the Annual Program Plan and the Annual Accountability Report as well as having a representative serving on the Section 107 Planning Committee. The perceptions of the Advisory Council on this past year's process are included in this report.

For many years, the Advisory Council has lent support to persons seeking to expand vocational education opportunities at the high school level in Wisconsin. This year, significant progress has been made in the Wisconsin Legislature toward achieving that goal. This report outlines the Council's involvement in that process.

Thirdly, the Advisory Council has contracted for two research studies conducted in the past year. The first dealt with both the economic and educational status of high school non-completers in the State of Wisconsin. Approximately 1,000 persons who left high school over the past ten years prior to receiving a diploma were interviewed, and a synthesis of that study with summary recommendations is included in this report.

The other study conducted for the Advisory Council centered on attitudes various sub-populations of Wisconsin's citizens held relative to vocational education, both on the secondary and post-secondary levels. The populations included employers, employees, superintendents and principals of high schools, secondary and postsecondary guidance counselors, and students. The results of this study are also included in this report.

Finally, the annual report addresses what progress has been made toward implementing the recommendations contained in last year's annual report. In many cases, significant advancement toward the intent of the Advisory Council's recommendations has been initiated by the State Board and the Department of Public Instruction.

Recommendations for the current year are interspersed throughout the entire report, in many instances crossing topic categories contained in the individual sections.

These recommendations are given below:

- The State Board of Vocational, Technical and Adult Education, in conjunction with the Department of Public Instruction, should set down in writing the purpose(s) of the state plan, both the product and the process. This determination of purpose should explicitly detail why and which resources are contributed to the plan's development and what is its expected worth. This determination should become formal policy of the State Board and should be completed by July 1, 1979.

- The State Board of Vocational, Technical and Adult Education, in conjunction with the Department of Public Instruction, should identify where the greatest problems are in the planning process and then allocate additional resources to alleviate these problems. This problem identification and resource allocation should be conducted with the advice of the Section 107 Planning Committee and the Wisconsin Advisory Council on Vocational Education, and should be completed by July 1, 1979.

- The Wisconsin Advisory Council on Vocational Education should develop what it considers to be an appropriate format for the FY 1981 annual plan. This format should list specific data and planning expectations. These should be presented in as great a detail as possible, even to the extent of displaying empty table shells and examples of goals, objectives, strategies, allowable activities, responsibilities and projected outcomes. The format and accompanying criteria should be determined by the Advisory Council with the acceptance and approval of both the State Board and the Department of Public Instruction to ensure uniformity of planning and should be completed by October 1, 1979 in order to form the basis of the FY 1981 annual plan.

- Local high school districts should develop and have on file with the Wisconsin Department of Public Instruction a plan describing activities and procedures to be utilized to better meet the needs of potential high school noncompleters; and VTAE districts should develop a similar plan and have it on file with the Wisconsin Board of Vocational, Technical and Adult Education for high school noncompleters enrolling in the VTAE districts.

- Formal communication between the local high school districts and VTAE districts should be promoted in order to ensure that a high school noncompleter does not fall through the cracks of education coordination.

- Program or course modules such as those commonly referred to as "parenting for teenagers" should be included and/or expanded within current Home Economics curricula and archaic traditions like "Home Economics is for girls," should be dissolved so that students of both sexes would be encouraged to take advantage of such a topic of instruction. New and revised curriculum development efforts, in all instructional areas, both on the state and local levels, should focus on guaranteeing that the resultant curricula developed are as practical, as individualized and as long term career-related as possible.

- The Wisconsin Superintendent of Public Instruction should establish a uniform record reporting and collection system for identifying high school noncompleters and encourage local high schools to report to the Department of Public Instruction more accurate and relevant statistics.

- Where feasible and potentially productive, secondary schools should consider establishing career planning experiences and career counseling, and VTAE districts should consider establishing special institutes of career awareness, for high school noncompleters and their parents.

- Persons responsible for employing teachers at all levels should attempt to develop procedures, criteria, etc., that would ensure the hiring of teachers who are sensitive toward persons with special needs and who possess the sincere desire to work toward helping each and every student develop his/her skills and talents.

- Instruction in the basics -- reading, writing and math -- should be delivered within the framework of competency-based learning; decisions should be

rendered on what competencies high school completers should possess; and further, Wisconsin should consider a statewide testing program for these competencies once these decisions have been made.

- Both the Executive and Legislative branches of Wisconsin government should consider adopting legislation which would enhance the chances of potential noncompleters' finishing high school -- such legislation similar to Subchapter IV of Chapter 115 of the Wisconsin Statutes.

- The Wisconsin Superintendent of Public Instruction, in cooperation with the Wisconsin Board of Vocational, Technical and Adult Education and the Wisconsin Advisory Council on Vocational Education, should convene at a meeting with representatives of various educational, business, labor, community and service organizations and associations for the purpose of developing statewide, community and personal awareness of the status and problems of the high school noncompleter.

- A number of school districts in the State of Wisconsin with the lowest rates of high school noncompleters should be studied to determine if strategies they are using to enhance a student's chances of graduating might be easily transferred to other districts in the State.

- The Wisconsin Statutes relating to enumerating enrollments at the secondary level for state aid purposes should be revised to more accurately reflect the actual number of students being served in Wisconsin high schools.

- Each secondary school system should devise a system for determining the main purposes for providing vocational education programs, purposes which are relevant to the needs of students, to community members in business and industry and to available opportunities.

- Improve the image of vocational education programs or courses by making both the public and the educational community aware of the standards of such programs or courses and the demands they place on students.

- Review the procedures of special programs which have been very successful in helping to place handicapped students into jobs. Use this information and conduct periodic surveys of handicapped students to develop programs and guidelines for all institutions with handicapped students.

- Maintain an active effort to ensure the equal access of both men and women to all educational programs by making and keeping students aware of all the options available to them, and business, industry and labor aware of the abilities of both sexes.

- Given the potential of the occupational advisory committees for both community relations and providing valuable input into vocational programs, efforts should be made to ensure that all school districts actively support the operation of these groups, or actively encourage the development of these groups in their districts.

- A concentrated effort should be made to increase the awareness and familiarity of the constituent population of the programs available at both levels for them and for their children.

- Make certain that all students are informed of the services, especially career and vocational counseling, which are available in their schools and encourage their active utilization of these services.

- Maintain an ongoing coordination of vocational and academic instructional subject matter so that students are adequately prepared for both future education and employment.

- Institute job placement services in areas where they are needed, and expand services in those schools or districts which currently have incidental, informal placement services.

- Broaden the current effort of vocational training at the secondary level to provide more intensive job training across the State, where needed, and develop ongoing assessment and monitoring procedures to ensure that training curricula are relevant to both student and employer needs.

- Conduct ongoing assessments of business and industry needs at the local and state levels not only to ensure that curricula being used are relevant and up to date, but also to ensure that the labor market needs of new and emerging occupations are adequately met.

- Conduct a study to determine the amount of funding which is perceived as being necessary to effectively implement vocational education at the secondary level. Utilize this information to document financial needs when applying for funds from the appropriate resources and to distribute funds equitably.

WYOMING

Part I of the ninth annual evaluation report of the Wyoming Advisory Council for Vocational Education considers the effectiveness of vocational education programs, services, and activities during FY 1978 as determined by interviews with coordinators for each of the subject matter and service areas. For each instructional area major goals are indicated and comments reported relative to progress made. About 70 percent of all agriculture programs were meeting the needs of students and working toward fulfilling the training needs in their respective communities. Distributive education was in the process of completing a field test of a competency-based curriculum. Health occupations instructors have developed guidelines and established program standards. There is need for more programs and more qualified instructors in all areas of health occupations. Training station plans and employer agreements were improved in the diversified occupations program. The building trades and welding programs exhibited the most marked growth in technical and industrial instruction. Occupational and consumer homemaking implemented new curriculums in child development, home management, and parenthood planning/training. A State steering committee on business and office education developed program standards and made recommendations for office education teacher certification.

Six service areas are commented on briefly in the SACVE report. Local school administrators experience difficulty in identifying and documenting handicapped and disadvantaged students and in meeting the requirement for matching funds. Most of the funds were distributed to the larger school areas that could surmount these difficulties. Thus funds did not necessarily go to the schools which had the greatest need.

Research is in the planning stages to test an accountability system to followup on vocational education program completers and leavers, including a determination of employer-employee satisfaction. At an inservice meeting for counselors a model was developed for implementing vocational-career guidance within existing guidance programs.

Activities included in the report concerned the community resource trainer program to provide job skill training to students in rural/isolated areas; the experience-based career education program; and a testing model to help identify educationally handicapped students and to plan special training/educational programs for such students.

Part II on State program evaluations reports that program monitoring procedures are being modified at the secondary level. Postsecondary and adult programs are not monitored. State consultants visit postsecondary programs and, upon request provide services. Secondary program evaluations had been completed in 12 counties. All programs for the disadvantaged and the handicapped have been been monitored.

Part III gives the estimated allocation of funds for State occupational programs by program/purpose and by source. This section includes also data on employment related to vocational education programs and enrollments by educational level. The occupational enrollment at the secondary level has increased in percentage of the total 9-12 school enrollment from 47 percent in 1970-71 to 65 percent in 1977-78.

Part IV gives the following SACVE recommendations.

- Assist the industrial arts and technical and industrial instructional areas in developing a common philosophy and measurable goals and objectives.

- Study and develop programs to meet student needs in all vocational education youth organizations.

- Develop and implement inservice preparation of counselors which will orient counselors toward providing vocational guidance programs directed toward assisting students, especially minorities, in exploring occupational interests, understanding the world of work, planning for continuing education, making wise occupational decisions, and obtaining employment.

- Develop a monitoring system for public and private postsecondary vocational education programs.

- Recognize that there is a shortage of professional personnel in vocational education programs and develop and implement recruitment programs to obtain qualified vocational education instructors for those vocational areas where job market demands exist.

- Revise the State Annual Plan funding formula so that funding priorities are clearly delineated and so that available funds more adequately approach meeting Wyoming's vocational needs.

- Encourage local boards and school systems to focus additional attention to (a) identifying the handicapped and the disadvantaged in the state in need of vocational education, (b) assuming more responsibility for establishing vocational education programs for the handicapped and disadvantaged; (c) providing leadership in program development, and (d) providing specialized inservice training for vocational education instructors so that they may learn methods for integrating special needs students into the mainstream of classroom activities.

- Devise means to achieve more equal sex representation in vocational education training programs and inform the SACVE of the progress in obtaining sex equity in vocational education.

- Continue to work with the Wyoming Occupational Information Coordinating Committee in developing uniform occupational information to be used by all agencies active in employment and training programs.

- Encourage appropriate units within the State Department of Education to be aware of programs, e.g., CETA, WIN, vocational rehabilitation, Wyoming Commission on Status of Women, etc., in order to provide assistance to local educational agencies which are, in some instances, required to coordinate educational programs with such agencies.

- Change the present organization of vocational education to where the State Director of Vocational Education is directly responsible to the Chief State School Officer and the vocational area consultants are directly responsible to that director.

Part IV consists of a statement from the State Department of Education of commendation and acceptance of the SACVE eighth annual report.

Part V notes that the Council has reviewed several reports of the Manpower Services Council. SACVE recommends the use of a standard reporting format that facilitates the determination of the extent to which funds were allocated for classroom training.

Part VI reports on the establishment of the Wyoming Occupational Information Coordinating Committee and discusses its purpose, goals, and activities.

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